DOCUMENT RESUME

ED 060 398 AC 008 158

AUTHOR	Sourifman, Vivian M., Ed.
TITLE	Guidelines for ABE Learning Centers.
INSTITUTION	New Jersey State Dept. of Education, Trenton. Office of Adult and Continuing Education.
SPONS AGENCY	Division of Adult Educational Programs, BAVT.
PUB DATE	Jun 70
GRANT	OEG-0-8-040114-4380(324)
NOTE	92p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Administrative Policy; *Adult Basic Education; Case Studies; *Counseling; Demography; Demonstration Projects; Guidelines; *Instructional Design; Occupational Information; *Personnel Selection; Physical Facilities; Scheduling; Student Records; Urban Areas
IDENTIFIERS	*New Jersey

ABSTRACT

A federally funded demonstration project in adult basic education is presented. The project's proposal set forth the development of demonstration adult basic education learning centers within the central cities area of the cities of Camden and Newark, New Jersey. During 22 months of operation on a demonstration basis, each center developed administrative and instructional patterns to serve the community life patterns within the community in which it was located. Program objectives served as guideposts for each center to: (1) motivate the undereducated adult of the core urban area, and (2) provide a program integrating innovative methods, materials, and programs of learning. The appendices present job descriptions, evaluation of selected materials, case-study diagnosis and prescription planning and forms. (CK)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED 060398

ABE GUIDELINES

ABE LEARNING CENTERS

AC 008 158

OEG-0-8-040114-4380 (324)
Adult Education Act of 1966
Section 309, P.L. 89-750

GUIDELINES

FOR

ABE LEARNING CENTERS

Luis de la Cuesta, Director
Camden ABE Learning Center

Lester F. Russell, Director
Newark ABE Learning Center

Vivian M. Sourifman, Editor

Ray J. Ast, Project Director
Montclair State College

Office of Adult and Continuing Education
New Jersey Department of Education
under Federal Grant Project for
Office of Education - Division of Adult Education Programs
United States Department of Health, Education, and Welfare

June 1970

ACKNOWLEDGMENTS

The ideas and suggestions presented in *Guidelines* stem directly from the staffs' experiences at the Camden and Newark ABE Learning Centers. Sincere appreciation is expressed to those staff members who graciously contributed their concerns in the specific areas covered by the *Guidelines* and to each of the Center Directors, Mr. Lester F. Russell (Newark) and Mr. Luis de la Cuesta (Camden) who reviewed the manuscript and suggested constructive considerations. Many thanks are offered to the Project Director, Mr. Ray J. Ast for his direction and guidance concerning the tenor of the *Guidelines*.

And particular appreciation is extended to Mrs. Marian Nakashian and Miss Jeanne Magini who typed and prepared final copy.

Vivian M. Sourifman
Editor
June 1970

INTRODUCTION

A Special Demonstration Project in Adult Basic Education, under the provision of Section 309 (b) of the Adult Education Act of 1966, P.L. 89-750, was funded by the United States Office of Education to the New Jersey Department of Education, Office of Adult and Continuing Education. The Project's proposal set forth the development of demonstration Adult Basic Education Learning Centers within the "central cities" area of the cities of Camden and Newark, New Jersey.

During the twenty-two months of operation, as a Demonstration Project, each Center (Camden and Newark) developed administrative and instructional patterns to most effectively serve the community life patterns within the community area in which it was located. The overall project objectives served as "guideposts" for each Center to:

- "More effectively reach, involve, and motivate the undereducated adult of the core urban area who is not now a contributing member of society through an innovative, unique approach to adult basic education"

- "Provide a program integrating innovative methods, materials, and programs of learning, developed and implemented by existing adult education resource centers with the job-training programs now being carried out at MDT Multi-Skill Centers, and in other selected community agencies in a comprehensive coordinated adult basic education program for adults living and working in a core urban area"

> "Develop, demonstrate, and evaluate unique and innovative approaches to adult basic education through the use of the following techniques and materials: programmed materials, individualized instruction, one-to-one tutorial instruction, video tape, and other selected technological learning aides."

Since the task of planning, establishing, and operating an adult basic education learning center presents difficulties resultant from the degree of uncertainty and non-direction in the field of individualized adult basic education, the purpose of the *Guidelines* is to share experiences gleaned from twenty-two months of operation in two demonstration ABE Learning Centers in Newark and Camden. Since the operational opening on October 14, 1968, staff of the Centers have modified, dropped, and initiated techniques of instruction and administration both from experimental design and necessity; through the *Guidelines* the intent is to tell what instructional techniques and counseling and administrative procedures have or have not worked well for the two specific Learning Centers, in themselves, different in approach and milieu.

The opinions express in the *Guidelines* are not meant to be definitive. The conclusions reached by those participating in the Demonstration Project are subjective in that they arise from individual staff experiences and were not derived from exacting evaluative procedures, researched and documented for broad adoption. It is hoped that the empirical information provided will assist administrators, instructional staff, and counselors new to the learning center approach for adult basic education program development.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS ii

INTRODUCTION iii

CHAPTER 1: ADMINISTRATION 1

Study of the Target Population 2

Establishing Rapport with the Community 5

Recruitment 9

Physical Site, Settings, and Facilities 11

Staffing 15

Degree and Non-degree Staff 20

Resources for Finding and Method of Interviewing Perspective Staff 22

Pre-service Training 23

Preliminary Examination and Selection of Materials and Supplies 26

Planning for External Evaluation 26

In-service Training 27

Training of New Instructors 29

Ongoing Evaluation of Materials and Equipment and Suggested Procedures for the Evaluation of Materials and Equipment 30

CHAPTER 2: OPERATIONAL PROCEDURES 32

Business Office 32

Time Schedule of Operation 32

Flexible Grouping for Staff In-service Sessions and "Round Tables" 34

CHAPTER 3: COUNSELING 36

Enrollment Process 38

Pre-testing, Interim Testing, Post-testing 39

Ongoing Counseling Functions 42

Evaluation of the Counseling Program 43

CHAPTER 4: INSTRUCTION 45

Possible Models of ABE Instruction 45

Importance of Variety in the Adult Basic Education Program 48

Student's Movement Through the Program: Diagnosis Placement, Re-testing 51

Writing a "Prescription Plan" 54

Length of Instructional Period 57

Evaluation of Student's Progress 58

Student Work Folder 60

Considerations in Adult Basic Education Instruction 61

Considerations in Teaching English as a Second of Languages 64

APPENDIX 1: *Job Descriptions* 73

APPENDIX 2: *Selected Materials Evaluation* 79

APPENDIX 3: *Case Study-Diagnosis and Prescription Planning* . . 83

APPENDIX 4: *Forms* 86

ADMINISTRATION

In discussions with the Directors of the Newark and Camden ABE Learning Centers about procedures for establishing an ABE learning center and the possible suggestions they would offer the director new to the field, one recommendation is paramount: the necessity of planning for enough lead-in time prior to the opening of the center. Though many of the problems encountered in setting up the working mechanisms of a center unfold only during the actual operation of the center and although dependent upon the experience and expertise of the new staff members, as much as one year's "warm-up" time maybe required for a center to reach its peak of operational proficiency, proper lead-in time preparation reduces the time wasted using trial and error procedures and diminishes possible pitfalls characteristic to a new operation.

Lead-in time activities and suggested time schedule include:

- interviewing and hiring the director three months before opening time, who, without much delay, will employ a nucleus recruitment staff
- director's selecting an appropriate site for the center eleven weeks prior to opening
- pre-service training for director started eleven weeks prior to opening

- study of target population by the director and nucleus recruitment staff ten to eleven weeks prior to the opening of the center, to determine the educational needs of the adult community residents

- establishing rapport with the community starting ten weeks prior to opening, through meetings initiated by the director with community leaders

- director's selecting remaining staff ten weeks prior to opening

- pre-service training for staff starting nine weeks prior to opening, arranged for by the college adult education resource center

- preliminary examination and selection of materials by instructional staff nine weeks prior to opening

- planning for external and internal continuing evaluation by the director with assistance of the supervisor of instruction and counselor eight weeks prior to opening

- initial recruitment of students by recruitment staff, starting four to five weeks prior to opening.

Study of the Target Population

In designing the objectives and purport of an adult basic education learning center for a particular community, the first consideration is defining the characteristics of the community's population. Examples of the kinds of questions posed are: Is the community English-speaking? Are they adult community residents already participating in existent federal, state, or local programs, and might not some be potential referrals to the learning center? Who are those persons lacking an eighth grade education or a high school diploma that at present are not participating in a community training and development program? What educational, social living skill, and vocational needs

does the population have? Is it feasible from the adult student's point of view and from the vantage point of the supporting public to run an ABE learning center in isolation from an active vocational skills center and a very functional employment service that guarantees and "comes through" with jobs for adult students who need them?*

Data containing demographic information summarized by location is especially useful in showing the economic, sociological, and educational impact of the proposed center to the target population. Areas of special needs can be identified. When these are defined, the activities of the program can be directed to cope with particular problems. Such data is useful in evaluating the proportion of people in the target area in need of educational assistance.

---

* From the enrollment records of the Newark and Camden Centers, the majority of students are not receiving public assistance or unemployment insurance; they are self-supporting persons, in many cases seeking better jobs. These adults already have the motivation for self-betterment and are definitely interested in the employment upgrading aspect of any educational program.

Experience at Newark has shown that students will elect to leave the Center to participate in a WIN or MDT sponsored program for two reasons: they are being paid to participate; and they are receiving vocational training which they feel is more important to them than their participation in an adult basic education program without a vocational training component. At Camden where many of the students are referrals from other agencies, i.e., WIN, and are receiving a stipend, it is thought that some are coming partially because they are getting paid. Staff feel that students with the highest motivation are the "walk-ins," those not referred to the Center by any agency. From students' background information collected at enrollment, it may be inferred that many adults who participate at the Newark and Camden Centers, where the programs are adult basic education solely, are doing so because the pressure of getting a job and supporting a family are not their primary worry. This is true of many of the women who have come to the Centers in order to facilitate communication with their children.

A demographic study should document the needs of the target community in terms of the content areas of instruction and instructional materials needed and the type of instructor training necessary, as well as predict whether the program in its present form will affect the target population for which it was designed.* For example, it enables the director to know if and how many English as a Second of Languages instructors should be contracted, if there is need for a bilingual counselor, and if a high school equivalency component in the adult educational program would be appropriate; many persons in a strictly basic education program will be turned away because the scope of the program is too limited.

Any demographic study of the target population might best fulfill the objectives if it becomes the joint responsibility of the state department of education, state department of labor and industry through the local state employment service, and the recruitment staff of the proposed learning center. Such a study should be attempted at least ten to eleven weeks before the center opens.

---

* That a demographic study of the target population, carefully planned and timely implemented, can abate potential problems for the learning center is illustrated by the experience of the Newark Center. The initial proposal program plan for the Special Demonstration Project did not stipulate inclusion of an English as a Second of Languages component. The Newark Center, however, was located in the predominantly Spanish-speaking North Ward section of Newark. Residents of the community flocked to the Center for instruction in conversational English. A demographic study of the area dictated that English as a Second of Languages be incorporated into the program. Fortunately the Center was staffed with an instructor capable of teaching an English as a Second of Languages program. Problems of this magnitude should be identified early during the lead-in period.

When conducting the demographic study in Newark to determine the feasibility of a Satellite Center in the Central Ward of Newark, every effort was made to research all available demographic resources. Contact was made with all public vocational, training, and educational programs, the Board of Education, and service agencies in the area. A door-to-door survey involving as many area residents as possible was made and channels for feedback prescribed.*

Establishing Rapport with the Community

No educational program can be successful without the community involvement. Initially at both Centers, development and maintenance of constructive relationships with the community was the responsibility of the staff. Experience suggested that one person having previously

---

* During the month of October, 1968, the Newark ABE Learning Center conducted a study relative to the needs and priorities of the Central Ward of Newark, New Jersey, in order to document the feasibility of establishing a Satellite Center in that district. The Newark Model Cities Report, 1967, was utilized as a reference source. The Rutgers University Report within the Models Cities Report revealed the type of information sought; it was gleaned that 12,000 adults twenty-five years of age who resided in the target area lacked a high school diploma and between 1,900 and 2,200 persons sixteen to twenty-five years old in the target area had less than a twelfth grade education.

In addition to ascertaining statistical information, the Newark Center's recruitment staff continued its survey by going directly into the target area. Personal contact with area residents was made through door-to-door coverage. Fliers announcing the ABE Satellite Center were placed in stores, food centers, and business establishments. Approximately 1,000 letters were sent to individual homes and personal follow-up contact was made with 120 people who were previously sent letters concerning the program. Feedback gained from this survey and from the demographic statistics was analyzed carefully to determine the needs and scope of the instructional program to be developed at the Satellite Center.

established ties with the community, a director, or a recruiter, can more effectively act as the liaison between the Centers and community leaders. In Camden, the Coordinator of Community Relations lives within the target area and regularly attends meetings of community groups. The Director, who normally initiates the communication with an established community agency, often requests the presence of the Coordinator at the initial discussion; henceforth, continued interchange between the Center and the community agency is maintained by the Coordinator.

Community involvement was initiated at both Camden and Newark Centers as part of a public relations venture during the lead-in period. Information concerning the course of study and nature of the ABE Learning Centers' program plan was carefully defined for all public programs in the target area, i.e., Manpower Development and Training Program, Community Action Program, Work Incentive Program, Model Cities Program, and other related programs.

The reflections of these agencies with regard to the target population are necessary to the establishment of a new learning center. The acceptability of a new program by the target community, the degree of probability of the program's success, and the possibility of the program continuing depends largely on the amount of information that continuously reaches the population to be served. Local programs already involved with the public are ideal agents for program information dissemination and referral.

There should be an awareness of overlapping interests and services provided by various community agencies. Each agency operates

under pressure of maintaining certain quotas of students for refunding purposes. The latter promotes competitiveness which sometimes impedes desired cooperation. Reciprocal referrals made by the learning center with other agencies establishes a mutual self-interest with benefit to all participants. Other ongoing community agencies will be most receptive to helping a new ABE learning center if specific ways in which the agency might benefit from a joint effort are clarified to that agency.

The new center director and staff might well learn from the experiences, needs, and frustrations of the community rather than impose on the community a preconceived, rigid educational structure. How successful the program will be will depend in part upon the dynamic relationship between center and community. In Newark and Camden a local Advisory Council was initiated to serve as the medium through which interchange of ideas and suggestions could take place.

Local advisory council membership shall include a cross section of leaders involved with federal programs within the local area as well as leaders of local community agencies. Among the suggested areas of effort for the advisory council are:

- direct assistance from council members in identifying adults that can be served by the ABE center (Many potential students are participants or clients of these agencies.)
- design and development of effective communication procedures for a continuing flow of information about the learning center among the agencies and business establishments of the community
- serve as a sounding board in the presentation of newer ideas, techniques, concepts, and procedures developed and used at the ABE learning center

- develop a procedure for continuing feedback of information about the effectiveness of the center's instructional program upon the student

- delineate the goals and objectives of various community agencies to which the objectives and services of the learning center can realistically be related

- provide leadership to developing solutions to other community agency problems related to the services of the learning center.*

The effectiveness of an advisory council depends largely upon the interest and dedication of its members and the freedom with which the council can operate: making suggestions to the director and implementing recommended plans. The degree of activity of an advisory council may be in part due to the receptiveness of the local community agencies to the ABE learning center and to the personnel level of the advisory council membership. A council member at a high administration level may participate in the council for public relations reasons whereas the direct involvement of a supervisor or counselor with clients may facilitate unique reciprocal efforts of assistance. The Camden and Newark Centers profited from the dedication of their Advisory Councils.**

---

* The Camden ABE Center has established a Satellite Center housed in the Camden MDT Skills Center. The Satellite instructs all low literacy trainees for the Skills Center. Another suggestion would be for a center to seek out from their student body potential applicants for actual job opportunities vis-à-vis the local employment bureau and local businessmen.

** The Camden Center has agreed to provide training to several New Careers trainees and one WIN client. As instructor and counselor aides, they recruit new students and provide follow-up to students having left the program. A similar arrangement has been contracted with the Urban Education Program at Glassboro State College for one intern to work as an instructor's aide observing one day a week. Through the efforts of one Council member, the Newark Center has received more than

The advisory council should include the following persons:

. Director, ABE Learning Center
. Counselor, ABE Learning Center
. Student representatives
. Former students of ABE Learning Center
. Directors, supervisors, counselors of community programs such as CEP, WIN, Model Cities, etc.
. Directors, counselors of community agencies such as Family Counseling Services, Bureau of Children's Services, etc.
. Local community people with an interest in adult basic education.

State and/or regional advisory councils to aid educational programs have proven to be of assistance to program development at learning centers. A state or regional advisory committee including the state director of adult basic education and the regional program officer for adult basic education will provide a resource over and beyond the local community.

In order to increase student participation in all areas of learning center activity, both Centers have initiated a Student Council. At the Camden Center the Council has provided students the opportunity to discuss as a group, areas of grievances and concern and has augmented student loyalty and identification for the Learning Center program.

Recruitment

Concern for increased student enrollment led to a door-to-door recruitment effort in Newark. Newark staff concluded that the residents

---

thirty-five referrals, mothers whose children attend the Rutgers University Pre-School Child-Care Center. The site of the Newark Satellite was obtained with the cooperation of another Council member, the President of the United Community Corporation in Newark.

of the local area did not understand what adult basic education is. Among those who were initially informed about adult basic education, there existed considerable skepticism about this type of program.

Because previous experiences with formalized learning programs have been negative, the potential adult basic education student is not confident that something constructive is really being done to assist him. Promotional literature about students attending the center and their progress, as well as a description of the program plan and counseling services, might be distributed by agencies and programs already involved with the target population. ABE learning centers might, in the initial canvassing of a target population, seek out those who have recently "made it," through their own initiative to better themselves educationally and economically, by passing the Tests of General Educational Development (GED) and offer them positions as recruiters for the center.

Recruitment is a necessary ongoing operation due to the fact that adult students attend and participate in the ABE center program until they achieve a particular educational goal, find employment, move from the area, are transferred by their sending agency, or lose interest. The result is a constant change in the center's student population. Recruitment may be effected by various means, some of which are:

- use of television and radio announcements
- posters and leaflets to be placed in public, social, religious and educational buildings
- informal talks by the director and counselor to clubs, church groups, PTA groups

- letters and phone calls to social and welfare agencies that might refer students for upgrading or preparation for vocations
- having open house party at the onset of the ABE program for representatives of the target population and agency leaders serving that community
- periodic open house parties for students, their friends, and children of students
- to show service to the industries which employ large numbers of students, to enlist their support of the learning center, and to encourage their efforts in recruiting students for the center.

The recruiter, who is part of the counseling program and works under the counselor, can be of further service to the student who needs part-time work or the student who is lacking a permanent job, by contacting employment agencies or on-the-job training programs, making appointments for the student, and, when necessary, going with the student to an interview. When the student is hired, the recruiter should maintain regular contact with the student and employer for a number of months to be helpful to the student, now an employee. This kind of personalized and continual service is recognized as "giving a damn" by the target population. Follow-up to students who elect to leave the ABE program, as well as to "graduates," is very important to the student, as well as to the learning center's success.

Physical Site, Settings, and Facilities

It is suggested that the learning center be located within the geographic area of the population to be served, on a primary artery of public transportation. In selecting the building in which to house a learning center the site should be readily identifiable to the residents of the community -- possibly a building that is used for

other purposes: neighborhood meetings, voter registration, a school house, community center, etc. Experience shows that if a learning center is not in a safe area with adequate illumination, women will not attend for fear of being attacked.

The experiences of the Newark ABE Center would suggest caution in housing an ABE learning center in an ongoing vocational skills center. The difficulty stems from competition: an adult basic education center offering no student stipend can not compete for a student's time and efforts when the student is surrounded by others attending the vocational skills program and receiving a stipend. If an adult basic education learning center is to be located on the premises of an ongoing vocational training center, function and services of both centers should be well defined.*

Transportation is a major problem to those persons with limited and substandard incomes. Two major considerations are the amount of carfare needed to get to the center and the travel time. Time spent traveling compounds traveling cost with baby-sitter costs. Many people who can be initially motivated to participate at a learning center cannot be motivated to spend their limited money to travel. During a door-to-door survey residents of the Newark community indicated that

---

* A compatible milieu exists at the Camden Satellite Center housed within the MDT Skills Center facility due to established division of responsibilities: the ABE Center administers adult basic education instruction to all low literacy Skills Center trainees, providing a needed service to the Skills Center and avoiding duplication of efforts.

they are more comfortable, and consequently more receptive, to participation in their own immediate neighborhood.

In addition to being familiar and identifiable to the people, the site should be as physically attractive as possible. The interior should be clean and bright, as well as having comfort temperature control. If the majority of the student population are of one ethnic group, or multi-ethnic, it is culturally desirable, as well as motivational and instructional, to display pictures of multi-ethnic successful leaders as part of decorative wall coverings. Thought-provoking and social awareness posters, as well as huge candid blow-ups of students and instructors in "action," provide for a very informal atmosphere. The effect of a learning center painted attractively and cheerfully with bright eye-ease coordinated color is uplifting to the students as well as staff. The type and placement of furniture, as well as room arrangement will influence the instructional mode and determine parameters for instructional activities. At the Newark Center the learning laboratory has a self-directed learning orientation. It is a multi-level room with individualized study areas -- carrels. Other small group seminar rooms are readily accessible. The experiences of both the Newark and Camden Centers suggest that carrels and seminar area space are advisable. For the student requiring privacy because of fear at having peers know his weaknesses, private study areas -- carrels -- are necessary. Instructor assistance is difficult when the student is at a carrel: the carrels are often located one next to the other, and talking with one student often will disturb

others; there is also little room for the instructor to pull up a seat next to the student. Carrels built around a square, one on each side, provide additional room for an extra chair. When carrels are located in a row, carrel wall separators, extending from ceiling to the floor and insulated with sound proofing material, cut down on peripheral noise. A large room (or rooms) furnished with conference tables accommodating four or more students at each table is particularly appropriate when group dynamic activities are planned. Discussions on voting regulations, public legal services, personal health procedures, etc., are well handled in small groups sitting in "round table" fashion.

Numbers of students expected impose a limiting factor on the selection of a physical facility. One or two large rooms with conference tables surrounded by smaller private study areas with carrels are suggested as adult basic education instructional areas. Special space considerations are necessary when English as a Second of Languages classes are part of the curriculum. The determination of how ESOL is to be taught -- teacher-classroom orientation, tutorial instruction, or self-instruction -- is pertinent; separate rooms are favored because of emphasis on conversation.

Individual rooms should be arranged for the director, counselor, supervisor of instruction, and secretary-receptionist. A conference room for inter-staff communications, in-service training sessions, and professional preparation could also house a library of professional literature. Lacking study space, staff members might complete operational paper work and preparational work at times when they should

be working with students, an unsatisfactory situation. A separate room for testing is desirable. As a general guide, several small rooms off a main, large, instructional room provide ample space for testing, counseling, and conference functions. All rooms can be provided with inexpensive but functional shelves and file cabinets. It is important that materials be accessible and space provided so that all materials and equipment have a place. Whether it is best to have materials accessible to students as well as staff is a personal decision.

Experience gleaned from the operation of the Newark and Camden Learning Centers indicate that a child day-care facility for pre-school children of mothers attending the center is an important consideration; having mothers and children in one building eliminates the burden of bringing children to other sections of the city for care. Moreover, it would enable the staff to see, firsthand, the parent's relationship with the child and provide counseling if necessary.

Staffing

The success of the center is greatly dependent upon the selection of an effective and proficient staff. Inflexible requirements for staff selection should not be established beforehand. The instructional techniques to be employed, available personnel, number and type of students, and projected staff responsibilities will all combine to effect the desired qualities of staff competencies.* However,

---

* Suggested responsibilities for staff members and job descriptions found in Appendix.

several attributes in terms of attitudes and abilities are presented to aid the director assemble a staff capable both from the standpoint of instruction and interpersonal relationships.

Along with personality traits and experience, staff feel that instructor attitude is of prime importance in the success of any instructional method; attitudes found being related to student achievement are tolerance, empathy, compassion, sensitivity, integrity, sincerity, kindness, patience, and pleasantness.

A demonstration adult basic education program will not have a lasting effect on the community if it is planned for only a two year period or less. At least one year's time is necessary for a qualified staff to learn what the problems are, share them, and thus develop their program. There should be a strong interpersonal relationship based on confidence among the staff. The staff members should feel the director's trust in them; however, they in turn must be sufficiently mature to accept this trust with responsibility to the students.

Listening to adults' needs and being willing to learn as well as guide learning make an instructor most effective in his work. Two words that sum up the attitude of the instructor are humility and understanding. Along with leadership qualities work experience with local educational programs is highly valued.

In addition to the aforementioned personality factors areas of academic proficiency and competency must be filled if an adult basic education learning center is to function properly. Staff members should complement one another's areas of expertise, the complete staff

having the full complement of skills required. Rigid designation of specific responsibilities to particular staff positions before interviewing staff potential members may be foolhardy. Flexibility in determining personnel responsibilities, dependent upon the expertise each staff member brings with him, allows the director greater latitude in putting together a unique and talented staff. The emphasis should be on the staff member's ability to perform required activities rather than on degrees or formal training. The full component of skills needed are in the following areas:

reading instruction
adult basic and continuing education
high school equivalency examination preparation
educational testing
programmed instructional materials and techniques of use
guidance
social work
vocational testing and job placement
community affairs
bilingual abilities
audio-visual equipment experience
adminstration

Having these skills spread among the staff members, rather than concentrated in a few, is recommended; the diversity provides for exchange of ideas and stimulates growth in all staff members. Investiture of responsibility in certain people should be based upon staff size, delineation of duties to be performed, instructional orientation of the program, projected number of students, desired instructor to student ratio in a learning center, and purpose of the center (operational, experimental, demonstration, or field testing). Responsibilities to be filled by staff members are:

operation of lab equipment
development of individualized or programmed material

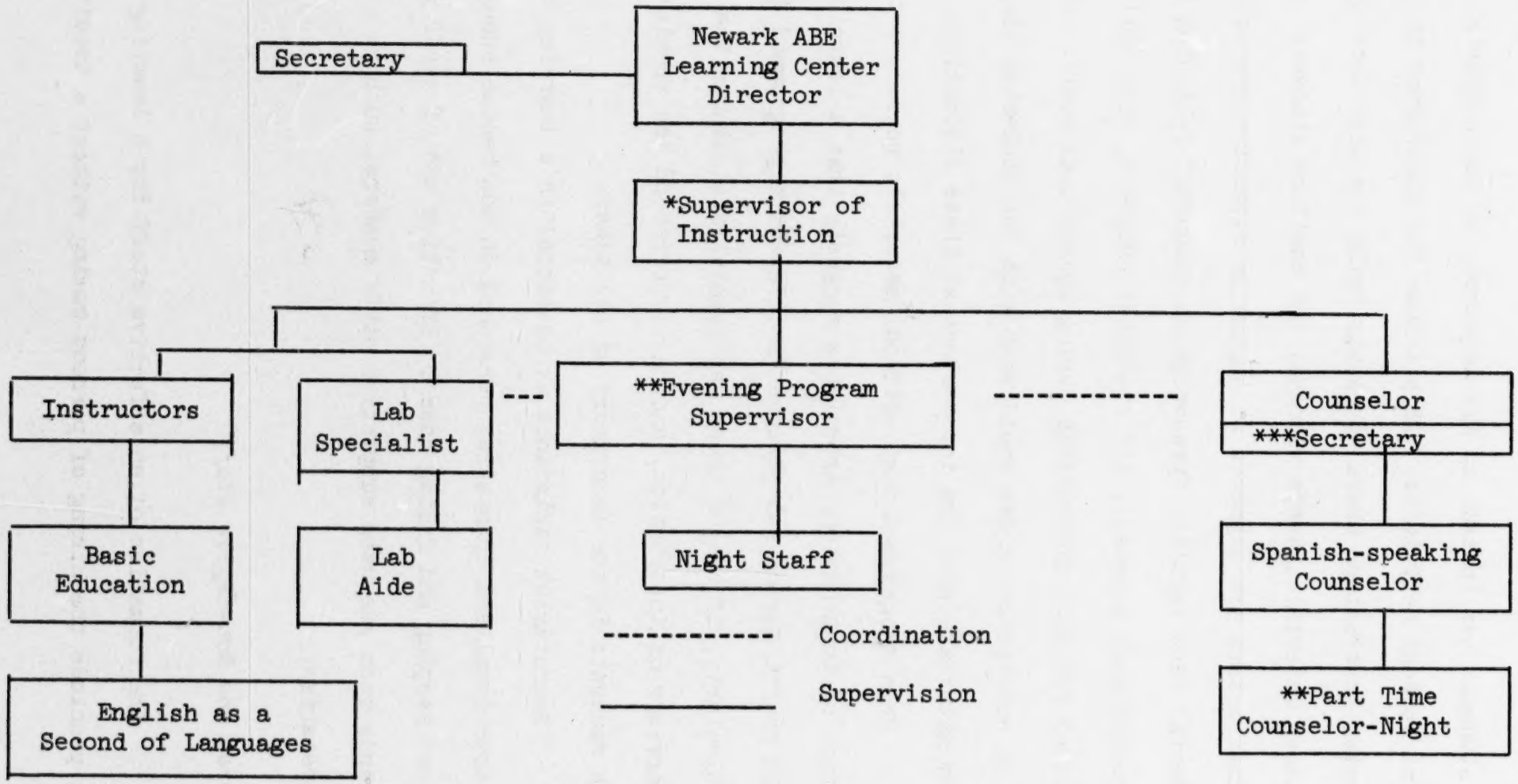
diagnosis of student needs: instructional, emotional, intellectual factors and learning disabilities
"prescription" formulation
instruction of reading, math, social living skills, and language
pre and post-testing
referral to rehabilitation and health services
vocational preparation and placement
initial interviewing
recruiting
follow-up
public relations
instructional supervision
maintenance of student records: work folders and personal records
filing and letter typing
ordering and checking materials
evaluation and selection of material
answering phone
report and proposal writing
evaluation of student progress

A suggested organization chart is included in Figure 1. In Newark great emphasis is placed on the position of supervisor of instruction. Responsible for coordinating all aspects of the educational program and serving as assistant director, a person in this capacity should be relieved of direct instructional responsibilities, to have freedom to supervise the work of other instructors. Desired qualifications would include competency in the major instructional skill areas as well as knowledge and experience of programmed materials and ability to supervise other instructors and students.

Determination of the number of students expected will dictate the instructor-student ratio -- a decision which should be made prior to employing instructors. A suggested ratio for individualization of instruction is eight to ten students per instructor. If more than

FIGURE 1

ADMINISTRATIVE ORGANIZATION



*Responsible for supervising all instructional personnel, day and evening

**Supervises night personnel. Coordinates closely with Supervisor of Instruction concerning instructional activities. Also part time Counselor under supervision of Head Counselor

***Serves both Supervisor of Instruction and Counselors

ten students per instructor are required, an instructor's aide should assist student activities. This allows the instructor to provide tutorial instruction where necessary while the aide sets up and replaces materials, keeps records, and monitors students' progress. If instructors are expected to engage in extensive discussion of students' test results, "prescription planning" (planning the students' projected work program), and students' progress, time will have to be provided for such discussions during operational hours. While instructors are in conference, aides would work with the students; they would at times alternate with the instructors at these discussions.

When programmed instructional materials represent the major portion of instruction, experience suggests that a learning center would profit having two persons familiar with programmed instruction; particularly, if one of these lab specialists assumes the position of supervisor of instruction, another experienced lab specialist must work with students in the laboratory at all times.

Secretarial assistance is essential in a learning center so that instructional and counseling personnel do not become encumbered with record keeping and filing tasks. Effective use of staff proficiencies depends upon adequate supportive staff members, such as aides and secretaries.

Degree and Non-degree Staff

The formation of an effective staff for a learning center does not preclude the hiring of persons coming without a traditional

education background. Some staff members feel that non-degree personnel are generally more flexible in their approach towards education, bringing from their varied backgrounds new ideas and approaches. Although non-degree personnel may not be predisposed towards working with students in groups, they bring with them understanding of the students' environment and culture. Others feel that non-degree staff members add drive and enthusiasm to a program. Lack of training and experience in adult basic education content and instructional techniques may cause difficulties in instruction, evaluation of student progress, and development of materials. With proficient supervision and appropriate in-service training, these skills can be learned.

A person with an elementary school background will usually possess the requisite knowledge for basic reading and math skills, particularly useful when diagnosing learning disabilities and instructing the low literacy level students. Former secondary school instructors, because of experience with the high school curriculum, may be ideally prepared to instruct the high school equivalency component of the program but lacking knowledge in basic reading and math skills, may experience difficulty in diagnosing and writing "prescription plans" for low literacy level students. Traditionally trained personnel may exhibit lack of flexibility resulting from former modes of teaching. However, their training and experience may be particularly helpful in development of learning materials. Courses in adolescent, adult, and educational phychology and testing are essential background for the

counselor and experience in vocational or employment counseling would be beneficial.

Resources for Finding and Method of Interviewing Perspective Staff

Several resources are available to the center director for referrals of possible candidates. These are:

adult education resource centers of local colleges
professional placement bureaus
state departments of education
directors of local adult education programs
local Community Action Programs
local Office of Economic Opportunity Employment Service.

Other than qualities of personal affinity for working with adult students and appropriate academic background, criteria for staff selection might be broad and flexible to encourage uniqueness and variety. General attributes of flexibility, creativity, and a non-traditional approach to instruction might have high priority in the selection of staff. A suggested interviewing technique is to provide the applicant the job description and attendant responsibilities, asking him to communicate how he would accomplish each requirement. The purpose of this is twofold: to assure that each individual is apprised of the general job requirements; to ascertain the applicant's degree of familiarity with the educational terminology and adult basic education content skill areas required for the job. The latter has proved to be highly successful revealing that most applicants were traditional and unsure of their reactions to students in a program that focused upon individualized instruction. Learning center activities, being so dependent

on good interpersonal relationships among the staff and students, demand mature, stable individuals.

Pre-service Training

Pre-service training is essential for all staff members and should be included early during lead-in time. Such training enables the center to commence operation smoothly and efficiently rather than flounder until its direction is determined.

Pre-service training for the director should better equip him to design an organization meeting the needs of the community and the objectives of the center. Activities which may be completed include conferring with local adult education directors, directors of welfare and community service agencies, and directors of local college adult and continuing education resource centers. Visits to operating programs are highly recommended as administrative and instructional information on past and present adult education programs can be gleaned. The center director can determine what elements of organization and program content have fostered success and can learn the problems and concerns of others in the area. If possible, attendance at a summer administrators' institute is advisable so that the director can meet others in the field. Such contact results in a familiarity with publications and sources of publications dealing with adult education and channels being laid providing for a continuous flow of information about new developments, findings, and problems in adult basic education.

The director should also be familiar with instructional materials, their philosophy and purpose, philosophy of adult education, and the psychology of the adult learner. Many of the pre-service activities suggested for the director will also assist the counselor in preparing for his role. Visits to established adult basic education centers and attendance at workshops and seminars would be most profitable. Conferences with other ABE counselors would contribute ideas for the establishment of an efficient and effective counseling program. Lead-in time activities include thorough examination of various testing devices for screening, placing, diagnosing, and measuring achievement, as well as studying reports by other ABE learning centers concerning results of testing and suggestions for setting up testing programs. Discussing the objectives and services of the ABE center with the local state employment service, local industry and vocational training units, and rehabilitation agencies may provide practical and valid suggestions on how they could best be served by the new ABE center.

Clarification of instructional objectives and preparation for assumption of specific responsibilities are the two goals of pre-service training for the instructional staff. The extent of training necessary is determined by the experience and expertise of the newly employed staff. Pre-service training services might be acquired through adult education resource centers, staff members, special consultants attached to the state departments of education, and training representatives from publishing companies. Teacher-training institutes held each summer in various colleges and universities across the nation are designed for experienced and inexperienced teachers.

In arranging for in-service workshops, the director and instructors should define specific instructional objectives for the training session prior to requesting assistance or sending participants to institutes and workshops. Without this determination, the in-service instruction covered might be repetitious or superfluous to the needs of the instructors. Suggested topics for pre-service training include:

philosophy of adult basic education
psychology of the adult learner
survey and orientation of existent local adult educational, vocational, and service programs
reading skills and techniques of teaching reading
- diagnosis of difficulties
- basic word-attack skills
- comprehension skills

math skills and techniques of teaching math
methods of evaluating student progress
use of reading and math for an introduction to social living skills
theory and techniques of ESOL instruction
methods of administering programmed instructional materials and theory of programmed instruction
use of purchased hardware
techniques in teaching English-speaking illiterates
techniques in the use of audio-visual equipment.

So often, instructors find themselves involved in trial and error techniques in utilizing material with students. Not having sufficient time before the opening of an ABE center for thorough examination of materials, they find themselves experimenting with the materials on students during the early days of operation; frustration ensues for the instructor and disappointment for the student. Thorough in-service training in the use of materials plus regularly scheduled follow-up in-service sessions should hold trial and error to a minimum. Examination of materials is an ongoing process.

Preliminary Examination and Selection of Materials and Supplies

Preliminary examination of materials might be initiated during several of the pre-service training sessions run by the adult education resource centers of local colleges or universities. These centers and resource specialists at the state departments of education can supply lists of recommended hardware and software and appropriate publishers. The latter, plus requests for such lists to other ABE learning centers, should provide ample material for a start. Adult education resource centers will also provide available evaluations of the materials being used in the field.

Letters requesting sample copies of the specified materials could then be submitted to the publishers, who will send field representatives or field training personnel to acquaint prospective purchasers with their materials. Software can be kept on approval for thirty to sixty days, during which time the staff may review the materials and final selection can be made by the supervisor of instruction and the lab specialist.

Planning for External Evaluation

To promote and maintain objectivity with respect to evaluation of any ABE program, evaluators outside of center staff should be sought out in keeping with a philosphy of accountability; external evaluation of a Special Project is a stipulation required by the United States Office of Education. Sufficient funds ought to be designated for

external evaluation, and time should be set aside for internal evaluation of the center's activities by the staff.*

Sources for assistance in external evaluation come from:

- college and university consultation and evaluation units that have had involvement and expertise in adult basic education
- private consulting group with the above qualifications, i.e., Greenleigh Associates, Inc.
- assuming each program initiates an advisory committee, including the center director, project director, and directors of other federal and community agencies and services, a task force from the advisory council could be selected to act as an evaluation team
- a task force from the division of research, planning, and evaluation from state departments of education to serve as an evaluation committee.

In-Service Training

In an effort to constantly improve center instructional activities, in-service training should be provided throughout the operation of the center. The emphasis of this training shifts as the observed needs of

---

* In scheduling an external evaluation the director might follow the plan devised for the Newark and Camden Centers. Planning for the external evaluation occured in December 1968 and was confirmed in January 1969; the total evaluation component of the Project was active during the second six months of operation. The evaluation staff from Teachers College spent time during February and March becoming familiar with the staff and operational procedures of both Centers in order to identify and specify areas on which to focus. During April and May specific topics or areas of focus were studied and a final report prepared during June. Before the report was released, the evaluation results were discussed with each of the staffs so that they could incorporate and initiate changes early in the second year of operation.

the instructional staff change. Initially, the emphasis for training instructors might be on the use of materials and on the characteristics of adult learners. As experiences grow, a need for training in reading skills might become evident. The other two areas of emphasis are programmed instruction and methods of teaching English as a Second of Languages.

The lab specialist and/or supervisor of instruction should share with the staff knowledge and know-how of administering programmed materials. Likewise, methods of teaching ESOL are best handled by a professionally trained ESOL specialist. Untrained and inexperienced staff will profit from acquaintance with the scientific approach in teaching English as a Second of Languages to facilitate transition from traditional methods of teaching English, through grammar study, conjugation, diagraming, etc., to the use of the direct method, an aural-oral approach.

Taking all things into consideration, a highly qualified, competent instructional staff is central to the success of an ABE learning center. In a learning center primarily involved with an individualized self or programmed instructional approach, although the role of the instructor is somewhat changed to that of a diagnostician and prognostician, there is still the need for an instructor who can teach and counsel students. Hence, there should be continual exposure to resource works, "hands-on" experience with instructional materials and equipment, and time for interchange among the instructional staff.

In-service training, well planned, regularly scheduled, and well

conducted, should include all skill areas, giving priority to the probable or apparent weaknesses of the staff. The format of these sessions, formal or informal, might be seminars, lectures, or "round table" discussions of learning theories, concepts, and techniques. If an informal "round table" approach is utilized, regularly scheduled in-service training sessions could provide the opportunity for the supervisor of instruction and/or lab specialist to sit down with the instructor and discuss the students' "prescription plans." At this time, assistance to the instructor could be given to determine the causes of learning difficulties and to prescribe appropriate materials. If utilized properly, these group interchanges become the catalysts to the vitality potential of the staff. In the Newark Learning Center the responsibility of planning in-service training became that of the Supervisor of Instruction.

Training of New Instructors

To facilitate the functioning of a new instructor within the instructional program and to expedite "learning the ropes", in-service training should include:

- providing an understanding of the project and its instructional design
- reviewing the center's guidelines
- making student folders available to familiarize him with the recording of data and the instructional material most frequently used by students
- making him aware of the basic concepts of programmed material by assigning him to review selected published works

- letting him review lists of materials most frequently used by students, especially those that he is not well acquainted with both in content and use
- assignment to work with a few students under the guidance of an experienced instructor
- developing a "prescription plan" for selected students as soon as he becomes familiar with program operation and materials used, together with the supervisor of instruction, eventually developing "prescription plans" by himself with the supervisor checking them.

It is very important during the introductory period for a new instructor to have a person of recourse, such as the supervisor of instruction or the counselor, with whom he can consult on all matters.

Ongoing Evaluation of Materials and Equipment and Suggested Procedure for the Evaluation of Materials and Equipment

There is an abundance of published teaching materials for use in adult basic education that demands discrimination in choice and use. That is why ongoing evaluation of both materials and equipment is most vital in the effective operation and success of a learning center. A key factor in effective administration of materials is the requirement that all instructors using any educational materials with students shall have worked through those materials thoroughly beforehand. A trail run utilizing new instructional material may be the basis of an in-service training session. An experienced instructor who fully understands the concepts, method, and content could administer the material to the instructors who have not used them. Instructor's comments about the material would be recorded on the

Materials Evaluation Form.* The materials would later be administered to select students and student reaction to materials and achievement documented on the Materials Evaluation Form. Guest instructors from other ABE learning centers or reading centers might be very willing to put together such a program. Also, publishers' samples of materials could be given to each instructor on a bi-weekly basis for him to work through and evaluate through select student use. The Materials Evaluation Form has been designed to assist the instructor to understand and broaden his knowledge of the existent materials. It is suggested that other ABE learning centers might wish to use the attached form and then design an instrument of their own. The rationale here is that development of an evaluative device is instructional itself; it heightens awareness of criteria for judging content, methodology, and technique of instructional material.

Located in the Appendix is an annotated listing of selected materials used in the Newark and Camden ABE Learning Centers. Other ABE learning centers guidelines contain similar annotated lists of evaluated materials. A careful perusal of several of these will give a further perspective on how well materials work in actual situations.

---

* Materials Evaluation Form found in the Appendix.

OPERATIONAL PROCEDURES

Business Office

The business office should be placed under the direct supervision of the director and located close to his office. Through experiences of Camden and Newark it is apparent that a learning center cannot succeed if it is encumbered with channels that cause unnecessary delay in personnel and administrative matters. A learning center should be self-sufficient, to the point of the director's expediting every activity for which he is directly responsible. In other words, a center director should have absolute control over all administrative and financial matters pertaining to the center's operation. This includes controlling funds, processing personnel requisitions, and other matters germaine to the program. In designing a project, consultation with the U. S. Office of Education's approach to the Program Planning Budgeting System is advisable for maximum efficiency.

Time Schedule of Operation

Both the Newark and Camden Learning Centers operate on a five days per week schedule from 9 a.m. to 9 p.m. In Newark, with flexible

Book Tests
- Types
  - Objective
    - Multiple choice
    - Matching
    - Completion
    - True-False
  - Subjective (essay)
- When given
  - Conclusion of chapter
  - Conclusion of unit

Teacher developed tests
- Types
  - Objective
  - Subjective
- When given
  - At conclusion of particular skill within chapter or unit
  - At conclusion of chapter
  - At conclusion of unit

Evaluation through observation of whether or not one can make practical application of certain skills, concepts and values
- On teacher's part
- On student's part

The counselor administers a standardized achievement test periodically (every 75 instructional hours) throughout the adult's enrollment at the center, as well as a program of post-testing at the time of the student's termination. The achievement test administered by the Centers is the TABE. Analysis of both standardized achievement testing and informal testing will indicate whether or not the student's prescription plan should be changed. At the time of the student's first re-testing, he is encouraged to express his feeling toward his progress at the learning center. Consultation at this time with the instructor, lab specialist, counselor, and the student on the student's progress is appropriate.

Ongoing Counseling Functions

Many students coming to the learning center will be referrals from federal and community agencies. Thus the counselor insures continued rapport and communication with those referral agencies by keeping them informed of the student's progress. If changes in the student's program seem appropriate (for example, if the student is ready for vocational training or if he seems to have reached a saturation point in basic education), the referral agency will be advised of these suggested alterations. The counselors at Newark and Camden send weekly attendance records to the referral agencies: WIN, NYC, New Careers, etc. Often students of the ABE Centers are referred to community agencies for assistance in areas of finance, child-care, health, and legal and psychological counseling.

Both the Newark and Camden ABE Learning Centers have experienced problems of absenteeism and dropout. The adult basic education students are highly transitory and under many pressures; often the full or partial wage earner in the family, the adult may be subject to changes in work schedule, baby-sitting problems, or ill health without recourse to proper medical care, all contributory to poor attendance.*

---

* Counselors in both Centers have related stories of adults encountering problems insignificant to many of us but certainly of major significance and a definite source of frustration to them. Dental extractions, for example, make it difficult for adults to bring themselves to the Centers. Ashamed to be seen in such condition, they are unable to do anything about it since they have no money to replace their missing teeth.Counselors have worked closely with these people and in several cases have rendered assistance in getting them teeth. Resultant changes in their personality were noted, and they appeared to be more receptive to the learning process.

When a case of chronic absenteeism occurs, it is usual for the counselor to contact the adult by letter or telephone call. If this fails to produce a response, a recruiter should be sent to the student's home to ascertain why he no longer attends.* If the student is dissatisfied with the center or his progress, he should be encouraged to come in and talk to the counselor. Probably a different approach can be used to achieve his goals.

Follow-up investigation on students who have dropped out of the ABE program and the necessity of recruitment and follow-up staff is requisite to the continued success and evaluation of the ABE learning center. (And let us not delude ourselves: this job of follow-up and recruitment going into the home,often at night, trying to contact a population who in many cases is very mobile, is not an easy one) The student's receptivity to the recruiter who comes into the home either prior to or terminal to any contact with the learning center is a touchy issue, because the question arises, "Does not the adult have the right to absent himself from learning center attendance without visitation by a 'social worker type'?" And it raises a valid point.

Evaluation of the Counseling Program

How then is the counseling program evaluated? To determine its effectiveness informally, the following questions may be asked:

---

* Due to a lack of recruiters the latter has not been carried out extensively in either the Newark or Camden Centers.

- Do students voluntarily seek the counselor's assistance with personal problems involving health, legal assistance, welfare, education, and vocation?

- Do students understand how placement, diagnostic, and achievement tests are used for their benefit?

- Do students discuss with the counselor their dissatisfaction with their learning experiences, as well as their instructors' methods and procedures?

- Do instructors refer to the counselor any students who have personal problems, who are having difficulty adjusting to individualized instruction, who have poor attendance, or who show insufficient motivation?

- Are new students made to feel at ease after enrollment, initial interview, and introduction to the staff?

- Do students suggest to each other that they utilize the services of the counselor?

- Are students' progress reports kept in an orderly fashion for convenient use by instructor, counselor, director, and student for inspection or discussion by the same and/or the referral agency?

- Do the instructors make use of information in the Student Work Folders to understand their students better?

- Does the counselor involve the student in discussion of the student's achievement of his goals?

- Is there a harmonious working relationship among counseling staff, instructional staff, and the center director?

It is understood that the counselor will meet regularly with the staff and/or the center director to discuss ways to improve instruction, his own counseling role, and operational procedures to make the student's experience more meaningful.

INSTRUCTION

Possible Models of ABE Instruction

Several instructional designs for an ABE learning center are open to consideration; a total laboratory learning program, a group or classroom orientation, and a blend of both the learning laboratory and classroom orientations. Many factors will influence the choice of an instructional approach: available physical facility, anticipated number of students, number of staff personnel, daily time schedule of operation and, not least of all, the budget. And the personal preference of the director or individual with whom the final decision rests has high priority.

A total learning laboratory program of individualized learning necessitates a wide range of instructional materials and equipment; self-directional and programmed learning materials, including both hardward and software, and tutorial instruction are essential to a learning laboratory design. Characteristic of a laboratory program is: an open enrollment policy; flexible scheduling, no definite hourly or weekly scheduling of students; continual availability of learning center services throughout the day and evening; no grouping of students, a

completely individualized learning program; a teacher to student ratio of about one to eight; and periods of study one to two hours in length. Needed to implement such a design are a capable and flexible staff able to work independently and cooperatively with one another.

At the Newark Center where no attempt is made to hold the student to any particular time schedule, students proceed in their studies independently but with the assistance of more than one instructor. The latter decreases "instructor identification" and promotes self-initiative. It is interesting to note that students at Newark have requested more opportunity for "instructor identification." Flexible scheduling encourages lack of control over when students arrive, the disadvantage being too many students attending the center at a particular hour of the day with insufficent staff personnel to handle the unusual turn out particularly poignant when students require a great deal of tutorial instructor assistance. Experience has shown that in content areas of basic education (reading, math, and language skills) the laboratory approach can better meet individual student's needs. Exception is made in areas of social living skills and English as a Second of Languages; instruction in these areas grows out of group needs and group interaction.

A group or classroom orientation connotes a more traditional instructional approach (although individualization of instructional program planning may be included). This type of operation encompasses fixed scheduling and fixed enrollment of students in a class with one

instructor. An open enrollment policy depends upon the degree to which the instructor has individualized instruction within the group. With all students receiving similar instruction, a new student arriving after enrollment impedes the progress of the rest of the class. Group orientation necessitates a degree of homogeneity in grouping, but use of self-directional and programmed instructional materials enables greater individualization of instruction. An advantage of group or classroom orientation is that instruction in social living skills is better handled through group presentation as group needs could be identified easily and met directly.

Experiences at both Centers show that the learning laboratory experience and instructional group situations are desirable in an ABE learning center program. In an arrangement where group presentation predominates, instruction can be individualized by instituting "cluster groups", groupings of three to five students for instruction in one specific skill. Likewise, the learning laboratory can play a supportive role to group or classroom instruction, whole classes or small groups of students arriving in the laboratory for intensive, individualized instruction. The lab could be available to "walk-in" students if a closed enrollment policy exists. A blended ABE learning center design (individualization of instruction and group presentations) may be effected in a program plan with the major portion of instruction taking place in the learning laboratory with supportive learning instruction through "flexible grouping." As the instructor becomes more cognizant of students' individual instructional needs, group presentations designed

to meet those needs can be initiated. When the group reaches the designated objective, the "flexible grouping" disbands and each student goes back to his individualized program. A program utilizing group and laboratory instructional approaches enables the student to stay longer each day because of augmented variety in technique.*

Importance of Variety in the Adult Basic Education Program

Because of different educational experiences and backgrounds of adults, various materials and techniques should be employed as necessitated by students' acceptance of and response to materials. A blending of laboratory and group instruction provides opportunity for self-directed instruction, tutorial instruction, and group instruction.

Individualized, self-instructional, or programmed instructional adult basic education materials do certain jobs well. Programmed material enables the adult to progress at his own speed and according to his learning ability. With effective initial instruction, programmed and self-instructional materials provide the adult opportunity for development and display of self-direction and self-confidence through independent work. If materials are to be of value, they should be

---

* At Newark experimentation with "flexible grouping" has proved not practicable in view of the limited space facilities available and an open enrollment procedure which precludes sufficient advance planning for group instruction. Grouping has been instituted for films and instructional presentations not requiring reading or math ability.

suited to the student in terms of his reading level, interests, and aspirations.*

In addition to being interesting, materials ought to be challenging enough to stimulate motivation. Few methods of allowing the adult to participate in the selection of materials have been designed. Astute selection of materials depends upon the alertness and knowledge of the instructional staff. The instructor must be cognizant of the student's response to the materials. In cases of negative response, the instructor with the consultation of the supervisor of instruction or lab specialist or counselor, should pursue the cause of difficulty and alternate with other material until the desired behavioral objective is approached. Even with a positive response, materials should be varied to develop flexibility in handling many kinds of materials.

Programmed materials can become tiring, boring, and meaningless to the student if used for periods of time longer than his concentration allows; another technique might be employed for reinforcement. A suggested time allotment for work on one kind of programmed material is thirty to forty-five minutes.

Some instructor tutorial assistance is necessary with each student and all materials. However, low literacy level students require

---

* Adults have come to the Learning Centers with specific goals in mind. Some instructors admitted to having preconceived notions such as the idea that adults lacking eighth grade or high school equivalency come to the centers in hope of achieving eighth grade or high school equivalency. This has not been the case. Many adults come to learn only one skill, for example, to understand fractions or percentages or how to fill out a job application. Adults set their own goals.

a great deal of tutorial assistance. From instructors' experiences, student attitude and personality play a large role in the amount of tutorial instruction required; individual attention by the instructor affords the student the feeling of being "special."

The Newark instructors feel that when it is appropriate to the content being taught and to the inclination of the participating students, group instruction should be employed. Important areas of social living skills are best taught in group situations because this information is required by many students and because interchange of ideas and experiences is vital to the derived benefit of such discussion. Pooling of information in areas of mutual concern stimulates confidence and motivation in the participants. Careful selection of the participants is most important. Because of negative educational experiences, some students do not respond well to group instruction. For these adults, the learning laboratory with its individual carrel and individualized instruction is the best approach. (Herein lies the need for development of individualized instructional materials in the area of social living skills.) Given some exposure to the student a perceptive instructor can determine his student's inclination.

Utilization of "flexible grouping" affords students an opportunity to become conversant on topics important to their lives and to become familiar with one another. Areas of mutual concern appropriate for discussion include:

> housing, food, clothing, community recreation, family counseling, drugs, alcoholism, delinquency, loans, cooperatives, consumer guides, welfare benefits, legal services, health insurance, visiting nurses, and medical care.

Activities which are basic to adult learning and are not superfluous to the educational program are open house parties which involve the students, their families, and community leaders; these parties enable students to identify with the community. Both the Newark and Camden Centers were pleased with these attempts.

Student's Movement Through the Program: Diagnosis, Placement, Re-Testing

A student may progress as swiftly as his intellect and motivation allow him to. Dependent upon how he applies himself to the task of studying and how intensified he can work, one adult may accomplish in four months what it takes another a year to accomplish. If the adult has defined his goals and feels that the center's education program will enable him to reach his goal, he will buckle down and get through the course of study as quickly as possible. On the other hand, lacking vocational or educational goals, a student may prolong his stay at the center due to a warm relationship with staff or other students. This might be particularly true (as it has been experienced at the Camden Center) if the adult is receiving a stipend. Although not necessary to attend every day under a program of individualized instruction with flexible scheduling, regular and constant attendance encourages better learning.

Through informal discussion with the counselor or instructor, the student's goals are disclosed at enrollment. Determination of these goals is an important factor in retaining the student. If he is attending to learn how to sign his name or prepare for a civil service job, each day's activities must in some way relate to his immediate goal.

Diagnostic information about a student reveals what steps he must complete to reach his goal. Administering an achievement test is helpful in determining the level of student's functioning in math and reading which assists in the student's placement. A test, such as the California Tests of Adult Basic Education provides an analysis of student difficulties. Although this is not a diagnostic test, it helps determine areas in which further investigation is needed. A thorough diagnosis would include an analysis of specific areas of ability and inability as well as an indication of why a student is having difficulty. Since ultimate goal of instruction is to enable the student to do something, diagnosis is based on whether or not the student can perform an activity. To discover other blocks to learning, the Keystone Visual Survey on the Telebinocular and a hearing test on the Beltone Audiometer are administered to all students by the counselor at enrollment.

Scored achievement tests are given to the supervisor of instruction who then reviews the counselor's evaluations and suggests materials and activities. Again techniques designed to incorporate the student's participation at this level of planning need further development. At this time the supervisor of instruction may confer with the counselor and lab specialist. Information from the counselor may reveal a psychological or social learning block not discovered through testing. Student interest, reading and math levels, and particular needs are considered in writing a "prescription plan", an individualized program of instruction.

To measure progress, a retest of the California Tests of Adult Basic Education is administered after a student has attended 75

instructional hours, following enrollment, and the results compared with initial testing. The results of this retest also aid in diagnosing a student's learning problems.

The core of the diagnostic work, however, is the job of the instructor in charge of the student's progress. Often a student enters the program without being tested immediately. This procedure was initiated because it was felt by the staff that immediate testing frustrates and discourages some individuals coming for help. The purpose of the latter was not to impede the student's progress, but to make him feel at home in a new learning situation. The decision rests with the counselor at enrollment.

Through the informal use of materials, diagnosis of specific learning problems and approximate reading level can be established. For example, the SRA: *Reading for Understanding Kit* can be used to determine:

> whether or not a student can read
> what some of the student's specific problems are by asking him to read aloud and noting the kinds of errors made
> an approximate reading comprehension level, so that the instructor knows whether or not the student can read well enough to understand a certain piece of instructional material.

Using the above materials diagnostically, an instructor asks the student to read card number one. If the student reads and answers the card very quickly, and gets ninety per cent or more correct, the instructor knows that it is much below the student's reading level. He can then move him up to a more difficult card. Both the time it takes him to answer the items on the card and the comprehension level are noted. The

approximate instructional level is determined by the point at which the student cannot breeze through the card and attains a comprehension score of seventy per cent or eighty per cent. At this stage, if the student exhibits great difficulty reading a low level card, the instructor can ask him to read the selection aloud, noting the specific word recognition errors made. With an idea of what kind of instruction the student needs, he can then prescribe it.

Informal diagnosis of math difficulties can also be accomplished without administering a standardized test. A survey test containing problems in addition, subtraction, multiplication, and division of whole numbers, fractions, decimals, and percentages can be given. From this test the instructor determines in which areas more information is desired. SRA: *Computational Skills Kit* and the diagnostic tests that go with it are appropriate for further informal testing. However, any test which gleans specific information about math operations can be used as a diagnostic tool. Examining the results of these tests, the instructor decides whether the student needs intensive instruction in that skill, instruction in one particular operation, or merely practice in a specific type of problem. The type of diagnosis just described takes place continuously throughout a student's stay in both centers.

Writing a "Prescription Plan"

A "prescription plan" is an individually designed instructional program of learning based upon:

. written, oral, and observational testing

- identifying the student's literacy level
- identifying the skill area competencies and weaknesses
- the amount of previous schooling.

The degree of emphasis put upon any skill area or number of sessions devoted to any learning area will depend upon the above. A "prescription plan" will include the following:

- a written description of the student's learning needs to meet his long-range and short-range goals
- suggestions for instructional materials and techniques to be worked into student's learning experiences
- examples of learning experiences to be provided
- estimated time for accomplishment.

Since each day's work with a student reveals more about him, implementation of the "prescription" should be flexible and allow for adjustments as the student works through the program and reacts to the material. Although many persons may be involved in the development of a "prescription plan," the supervisor of instruction, lab specialist, and counselor, one person should ultimately be responsible for its implementation and adjustment: the person most logical is the instructor. The reality of group development of "prescription" writing depends largely on the planning time available during operational hours, when the key staff can sit down together in "round table" fashion and plan the activities of each student. Ideally, "prescription" writing will take place after formal and informal testing and diagnosis, which, in reality, takes place after a few sessions. An example of a "prescription plan" and case study testing results and diagnosis are included in the Appendix.

To facilitate accurate and specific prescription writing, an Item Analysis Index can be formulated.* The Index immediately enables an instructor to locate materials to remedy a specific weakness. Each skill area is entered on a file card together with materials located in the center that instruct, reinforce, or test that skill. The reading level as well as the material's orientation: instructional, reinforcement, or evaluative, coded one, two, three respectively, is included in the listing. Thus, if an instructor wanted to find material teaching the short "a" sound, he would select the short "a" index card. See Figure 2.

FIGURE 2
SAMPLE ITEM ANALYSIS INDEX CARD

Skill: short "a" sound

Material		Orientation	Pages	Approximate Reading Level
Mott: SPS	Bk. 2	1,2	1-33	1.0 - 2.0
Aud-X	AA-17	1,2		1.0
	BA-17	1,2		2.0
	CA-6,9	1,2		3.0
SRA:				
Reading Lab	Orange	1,2		3.0
III-a	Silver	1,2		3.5
	Olive (1,6,11)	1,2		4.0

* Idea for the Item Analysis Index is credited to the White Plains ABE Learning Center, Rochambeau School, White Plains, N. Y.

of Languages students are grouped according to their English-speaking ability and are tested informally for placement and future evaluation of progress by a simple but unique procedure at the initial enrollment interview. A tape recorder documents the students' answers to questions asked by the Counselor. The Counselor assigns a numerical evaluation (from zero to three) to the answer based on its correctness and complexity; "zero" for no answer, "one" for one word, "two" for a phrase, and "three" for a complete sentence. After the interview, by means of the tape, the English as a Second of Languages Instructor further diagnoses the student's level of understanding and more appropriate placement can be made. Likewise, the same tape recording is referred to for future comparison of the student's command of English pronunciation, structure, and vocabulary.

Even without the second part of the evaluation, a re-recording of the student's answers to the same questions asked during the initial interview but now asked after fifteen and thirty-five hours respectively of ESOL instruction, comparison indicates remarkable growth and improvement. For example, one of the questions asked by the Counselor is "Where are you from?" Upon enrollment one student answered "Peru." Even after two or three lessons, asked the same question, the same student can now give the phrase answer "from Peru" with a certain degree of control of sounds and stress. Provided further drill and practice, he will eventually answer "I'm from Peru" with articulation and confidence.

The English as a Second of Languages instructors at both Centers

feel that irrespective of the knowledge of English displayed by a student at enrollment, he should be formally tested for literacy in his own language. Observation of the student's learning rate indicates that:

- the adult who does not read and write Spanish has a slower and poorer rate of learning than the literate person
- the illiterate student asks few questions and remains passive; the literate adult frequently asks question and is more articulate and active
- the illiterate's retention is poorer and nothing reinforces his learning other than his memory; the literate's ability to read and write helps reinforce both his pronunciation and memory.

Information on the literacy level of a non-English speaking student in his native language, obtained from a literacy test, would facilitate placement and enable instructors to recognize those students requiring additional help. There is need for development of such a literacy test for the Spanish-speaking adult.

An open enrollment policy for ESOL instruction with free access of new students to any ongoing class has had adverse effects on the student's attendance, motivation, and learning. The repetition of previously taught material, each time a new student enters a class, to equalize learning experiences is particularly detrimental to the highly motivated student. Constant repetitions disrupt lesson continuity resulting in boredom and irregular attendance in the previously enrolled student. In fairness to those students a closed enrollment policy is advised. After attending a series of lessons for a period of time, the student should be administered a more formalized screening device and

placed according to his learning level. Likewise, a progress test should be administered at the end of a learning cycle to determine the student's advancement.

In Newark, unlike a traditional English classroom where the method employs memorization of grammar, conjugation, spelling, and diagramming, students are taught the immediate use of English through an informal and direct technique. The aural-oral approach is the main method of instruction; students learn how to answer and ask questions, as in actual conversation. Extra related lessons in the laboratory reinforce and supplement learning in group sessions. Some reading and writing is included. Writing a pattern or a word on the board or on paper helps the student with pronounication; it is an aid for remembering. Furthermore, learning to read and write English enriches the student's knowledge of the language.

From experiences gleaned at both Centers, it is felt that regardless of whether or not an instructor is oriented by training or experience to English as a Second of Languages instruction, linguistically grounded, or knowledgeable in Spanish, an ESOL curriculum should be developed or adopted to avoid non-parallel direction in instruction. To be viable and relevant to adults it should correspond to their age, interests, needs, and goals. Content-wise and instructionally, the Newark ESOL instructors emphasize sound, structure, and vocabulary in a situational atmosphere so that automatic transference of learning to life-like conditions occurs. For example, when students are taught the pattern, "It's windy," they are encouraged to

see, feel, and hear the effect of wind on objects, including themselves. In other words, the real meaning of a sound, structure, and vocabulary should be experienced. Through this method learning is reinforced and becomes more meaningful.

One can query the advantages and disadvantages of the ESOL instructor's speaking Spanish (or the native language predominant in the group). Instructors at both Centers are unanimous in their feeling. When meaning can be ascertained from the dictionary, visualized, or demonstrated, the use of Spanish (or the native language) is out of the question. However, when meaning cannot be seen, read, heard, or dramatized, a brisk translation in the closed Spanish equivalent is timesaving. Bright students ask questions when they do not understand a word, phrase, or sentence. An example is teaching the noun and verb forms of the word "watch." As a noun and as the verb form, meaning "to see," "watch" is easily translated because the Spanish equivalents are the same. Students see the word "watch" used in bus signs, "Watch your step," or commonly hear the remark "Watch your language," whereas in Spanish the verb form "to guard" is not a direct translation of the word "watch." What more effective, quicker, and meaningful way to explain the meaning of the latter expressions is there than to give the equivalent in Spanish, "Cuidado con su escalon" and "Cuidado con su lenguaje." Postponement of an answer or failure to give a meaning can result in the student losing confidence in the instructor's knowledge and competence. The use of Spanish should be minimal though, only when it is a timesaving device or when it reinforces understanding and learning.

A knowledge of verbal Spanish is not a guarantee of the instructor's competence; neither is an inability to speak the native language an index of one's incompetence. No doubt bilingual skill helps to establish rapport with non-English speaking students and contributes to a better understanding and awareness of learning problems and their solutions.

Creative and resourceful presentations incorporating audio-visual aids are felt to be necessary; what cannot be imparted through sounds, pictures, or the blackboard should be dramatized and mimed. Role playing creates a more realistic learning situation.

Where sounds and structure of the two languages differ the learning of English is most difficult. The learner's speech organs have been too long conditioned, so that in all possible situations he transfers or substitutes his Spanish for English. For example, he differentiates "b" and "v" only in writing; for the English words "best" and "vest," the "b" sound will be used for both. Likewise, he reverts to the Spanish noun-adjective word order, the reverse being true in English; hence, he encounters further confusion and difficulty. An English as a Second of Languages curriculum will be most beneficial for non-Spanish speaking, non-linguistics oriented ESOL instructors if its design includes prescribed content, probable errors, and procedures and methods (see Figure 4).

FIGURE 4
SAMPLE OF
ENGLISH AS A SECOND OF LANGUAGES GUIDELINE

CONTENT: Listening, Recognizing and Understanding, Speaking

A. Present tense, singular number of the verb "be" in question-answer pattern sentences in identification of classroom objects.

Pattern questions:	What's What is		this? that? it?	Is	this that	a an	desk? eraser?	

Pattern answers:	This is That's It's	a an	desk. eraser.	

Positive:	Yes,	it	is.	(short answer)			
	Yes,	it	is.	That's This is It's	a an the	desk. (long answer) eraser. desk (eraser).	

Negative:	No,	it isn't. it's not.				
	No,	it isn't. it's not.	It isn't It's not	a an the	desk. eraser. desk (eraser).	

B. Classroom vocabulary:

desk	blackboard	pen	book	
table	chalk	pencil	notebook	
chair	eraser	paper	chart	

C. Probable distortions of sound and structure (gross ones):

What's	this? that? it?	hwat	dis? dat? it?	hwat	dis dat it	is? is? is?		

("It" is often omitted in Spanish.)

Is	this that it	a	desk? ? ?	dis dat it	is	a	dek (deks)?	is	dis dat it	a	dek (deks)?	
								is	dis dat it	is	a dek (deks)?	

That's This is It's	a	desk.	dat dis it	a	dek (deks).	dat dis it	is	a	dek (deks).	

Yes,	it	is.	jes yehs	i	is.			
No,	it	isn't.	no,	iseng. i it is i		iseng. iseng. i		nat. nat.

METHOD: Listening, Recognizing and Understanding, Speaking

A. Repetition: Students repeat after teacher or tape.

T:Ss Teacher:Students (chorally)
T:Ss' Teacher:Students (in groups or by rows)
T:S Teacher:Student (individually)

Note: Frequency of repetitions by student(s) depends on the desired degree of accuracy attained.

B. Transformation Drill: T:Ss (chorally)
T:Ss' (in groups or by rows)
T:S (individually)

T: That's a book.
Ss: Is that a book?

C. Substitution Drill: Students/student substitute the word clue named by the teacher for the noun or object name in the pattern.

T: That's a book.
T: pen
Ss: That's a pen.
Ss': That's a pen.
S: That's a pen.

D. Directed Practice: A student is directed (asked) to ask another student a question. The student asked is directed to answer. This method should be done in three stages:

Stage I: Teacher: "X, ask Y, 'What's this?'"
Teacher: "Y, tell X, 'That's a book.'"

Stage II: Teacher: "X, ask Y, 'what that is!"
Teacher whispers to X: "What's that?"
X says aloud: "What's that?"

State III: The teacher does not whisper the direct question (that is, do not prompt the students).

E. Conversation Practice: Generate conversation between two students using vocabulary in conjunction with the basic pattern question-answer sentences learned.

II: Situational Teaching: All throughout the teaching-learning process teaching and learning should be situational (that is, never ask "What's this?" unless you are indicating an object within touch. Likewise students should never answer without indicating or pointing to the object in question.)

MATERIALS:

A. Software: *English 900* (MacMillan)
English Step by Step with Pictures (Regents)
Beginning Lessons in English (Regents)
A Microwave Course in English as a Second of Languages (Lingoco Corporation)
Beginning American English (Prentice-Hall)
Pictures
Flash Cards

B. Hardware: Tape Recorder
Language Master
Chalkboard

APPENDIXES

APPENDIX 1: JOB DESCRIPTIONS

Title: Supervisor of Instruction

Job Description: Under the direction of the director, will supervise and coordinate all aspects of the basic education and English as a Second of Languages educational programs; knowledge of programmed instructional materials, methods of its implementation, and adult basic education content areas are required background; professional training in teaching reading and reading skills is desirable.

Examples of Job Responsibilities:

Supervise all instructional personnel and their activities

Establish procedures for the effective operational functioning of the basic education and English as a Second of Languages components of the learning center; scheduling instructors and students and maintaining attendance records

Plan, supervise, and expedite coordination of group dynamic activities with self-instructional laboratory activities

Evaluate instructional needs of staff and plan, arrange for, and/or conduct pre-service and in-service training workshops

Provide resource instructional material, direction, and guidance to instructional staff as need arises

Assist, coordinate, and supervise the activities of the counselor, laboratory specialist, and student in diagnosis of students' weaknesses and development of "prescription plans "

Assist the director and supervise the ongoing internal evaluation of the staff's effectiveness, students' progress, and program's effectiveness. Expedite changes in procedure, method or technique as needed

Responsibility for selection, use, evaluation, and inventory control of instructional materials and equipment necessary to the functioning of the learning center

Supervise and coordinate development of instruments and procedures to implement evaluation of instructional materials, equipment, and techniques

Prepare reports, forms, and files necessary for efficient functioning of center

Assist in administrative activities at the direction of the director and in his absence

Carry on such activities as to provide for professional growth.

Title: Laboratory Specialist

Job Description: Under the direction of the director and the supervisor of instruction, will manage and supervise the activities of the self-instructional learning laboratory. Thorough knowledge of programmed instructional materials and methods of implementation are required background. Experience with the following hardware desired:

Language Master
EDL Controlled Reader
EDL Controlled Reader Jr.
Tach-X
Flash-X
Aud-X
Llinc Mini-Systems
audio-visual equipment: tape recorders, film strip and 35mm film projectors

Examples of Job Responsibilities:

Assume responsibility for the operational management and supervision of activities within the laboratory, including scheduling of students, instructors, and aides in the lab

Develop procedures and instruments aiding effective diagnosis of students' instructional needs and provide appropriate learning activities utilizing an Item Analysis Index, an itemized listing of instructional materials in the lab by skill area and reading level

Assist counselor and supervisor of instruction in diagnosing students' weaknesses and preparing "prescription plans" by suggestion of appropriate programmed or self-instructional materials

Develop procedures for evaluation of students' needs and achievement, including record-keeping system necessary

Assist supervisor of instruction develop instruments and procedures to implement the evaluation of instructional materials, equipment, and techniques

Assist supervisor of instruction in the selection, use, evaluation, and inventory control of instructional materials and equipment necessary to the functioning of the laboratory

Prepare such records, forms, files, and reports necessary for the efficient functioning of the center

Supervise the activities of the laboratory aides

Provide pre-service and in-service training experiences for instructors and aides in the effective utilization of laboratory instructional materials, hardware and software

Carry on activities to provide for continual professional development and growth.

Title: Counselor

Job Description: Under the direction of the director and supervisor of instruction, will administer the enrollment procedure; initial, interim, and terminal achievement testing; and vocational and personal counseling; will coordinate recruitment and follow-up procedures and assist in diagnosis and "prescription plan" development. Background in guidance, educational testing required. Experience with vocational and employment counseling desirable.

Example of Job Responsibilities:

Supervise and conduct the enrollment procedure: initial interviewing and testing; assist the supervisor of instruction and lab specialist in diagnosis of students' weaknesses, development of instructional "prescription plans," and placement

Supervise all testing procedures and advise staff of students' progress on standard achievement tests administered

Evaluate staff's knowledge and expertise in educational testing and counseling; plan, arrange for, and conduct pre-service and in-service training in the same

Counsel students on educational goals, progress at the learning center, vocational plans, and personal problems

Advise staff on informal counseling of students during instructional sessions

Design, supervise,and conduct group counseling workshops for students in areas of counseling and social living skills

Supervise collection of students' financial, educational, vocational, personal data by administering appropriate forms

Supervise recruitment procedures and follow-up activities for students leaving program

Refer students to health, social, psychological, legal service agencies when necessary

Supervise and plan evaluation of counseling program

Carry on such activities to provide for continual professional development and growth.

Title: Instructor

Job Description: Under the direction of the director and supervisor of instruction, will plan and conduct individualized learning experiences and group learning activities for students in the laboratory or seminar rooms. Background in adult basic education content areas of reading, math, and language arts desired.

Example of Job Responsibilities:

Implement the "prescription plan" designed jointly for the student by supervisor of instruction, counselor, lab specialist, and, where possible, the student

Change and revise "prescription plan" as needed, utilizing programmed and individualized instructional materials suggested by lab specialist or supervisor of instruction

Develop individualized or group dynamic activities to supplement and/or support students' individualized "prescription plans"

Responsible for evaluation of student's interim progress as seen through unit, chapter, and instructor designed tests in coordination with formal interim evaluation with a standardized achievement test administered by the counselor

Advise student of his progress through use of records of achievement kept in the Student Work Folder and through informal counseling sessions between the instructor and student

Assist supervisor of instruction in selection and inventory control of programmed and individualized instructional materials

Assist supervisor of instruction develop instruments and procedures to implement the evaluation of instructional materials, equipment, and techniques

Carry on such activities as to provide for personal professional growth

Provide opportunity for and encourage student-instructor counseling sessions to document student's reaction to course of study and to glean problems or difficulties impeding student's progress.

Title: Learning Center Aide

Job Description: Under the direction and supervision of the lab specialist or supervisor of instruction, will perform such activities as assigned to help maximize the effectiveness of the student's learning experience opportunity.

Example of Job Responsibilities:

Assist in the collection, recording, and reporting of data necessary to the effective awareness of student's needs and progress

Assist lab specialist or instructor in the operation and scheduling of the laboratory facilities insuring optimum effectiveness and use of the facility.

Title: Secretary

Job Responsibilities:

Serves as receptionist for learning center office

Answers center's office telephone, takes and relays messages for learning center, places calls as directed by center director

Types order forms for supplies and materials; checks invoices of supplies, equipment, and material upon arrival at learning center; maintains inventory of office supplies for reordering

Maintains staff daily attendance records

Receives and distributes mail to learning center personnel

Operates office machines and equipment as directed by learning center director

Organizes and maintains office files for center director

Types center correspondence and reports as directed by the center director.

APPENDIX 2: SELECTED MATERIALS EVALUATION

Reading

Grollier: *Reading Attainment Kit*

Self-directional graded (3.5 - 4.5) reading selections correlated with skill cards, color coded and numbered, indexed in manual's appendix by drill areas; antonyms, homonyms, prefixes, suffixes, punctuation, and capitalization. Skill card directions not always clear and vocabulary, at times, not in agreement with reading selection. Limited range of reading level inhibits much contiguous use of material by many students, forcing them to switch to other materials too soon. Recommended with reservation.

Merrill Publishing Company: *Building Reading Power*

Linear programmed reading selections designed for junior high school students with low reading levels (4.5). Appropriate for adults, books contain excellent reinforcement and application exercises; individual book can be read in one sitting. Weak points: Book Two, picture clues not applicable for adult use; prefix and suffix instruction in structure analysis sections brief. Print excellent. Recommendation: very good.

Portal Press Publishers: *Springboards--Biography and Social Studies*

Graded (4-6) reading selections; lively, interesting, and easy to read, material holds attention of student. Weakness: provides a check for reading comprehension but no instruction in it. Highly recommended.

Portal Press Publishers: *Springboards--The Negro in American History*

Reading selections on the Negro in American history; easy to read and interesting. Lacking are comprehension questions at end of articles. Recommendation: excellent.

Science Research Associates: *Reading for Understanding Kit*

Self-directional, graded (2-12) series of reading selections designed to improve comprehension skills. Much drill in identification of "key words." Reinforcement exercises are excellent; however, some question-answer exercises are ambiguous. Recommendation: very good.

Barnell-Loft: *Following Directions*

Self-directional, graded (1-6) series of books with exercises in following directions. Some lower level lessons are too childish; materials present reinforcement exercises but lack instructional sections. At times confusing, not recommended for most students.

Continental Press: *Continental Press Reading Miniatures*

Ditto master samples of reading exercises (graded 1-6) including brief reading selections. Designed for children, with childish illustrations and references to "mother," "father," "animals," etc; materials not recommended for adult use.

Appleton-Century-Crofts: *Programmed Vocabulary*

Linear programmed book containing mnemonic approach to prefixes and word roots. Concepts developed in first chapter, abstract requiring a higher level of thinking skill than reading skill. Word association may refer to words beyond the grasp of the student.

Science Research Associates: *Word Books*

Linear programmed books instructing basic word concepts: prefixes, suffixes, roots, general structural analysis, etc. Emphasizing reading comprehension and vocabulary, materials organized about four basic steps: careful reading, careful thinking, response, and checking. Independent student work is fostered by very good built-in reinforcement devices. Highly recommended.

Language Arts

California Test Bureau: *Lessons for Self-Instruction*

Graded, branching programmed series of books in English and grammar. English series can be used in conjunction with other materials. Adult oriented, the material is sometimes confusing and tiresome because much reading necessary to check answers. Grammar series appropriate as review or preparation for other grammar work. Should be used for short time spans.

Follett Publishers: *Individualized English (Set J)*

Programmed (linear and branching) kit of instructional language skill cards covering parts of speech, capitalization, punctuation, and sentence structure. Separate cards each with one lesson, easy to understand. Weak point: card organization urges student to cover lesson too quickly. Students must be cautioned to go slowly.

Grollier Publications: *Spelling*

Linear programmed workbook designed to teach spelling through a phonic approach. Good explanation of programmed instruction with appropriate reinforcement exercises. Weak point: format confusing; printing on both sides of paper but printed in same direction; student can easily work on wrong frame. Questions ambiguous. Starting at beginning of book required. Not recommended for self-instruction.

Science Research Associates: *Cracking the Code*

Book (reader) format, including teacher's manual and workbook, covering linguistic approach to spelling. Material progresses in complexity and irregularity of spelling patterns. Varied, high interest exercises in reader and workbook; reinforcement patterns of reader correlated with workbook. Weak point: juvenile pictures and sentence structure. Not recommended for adults.

Mathematics

Follett Education Corporation: *Figure It Out (Math)*

Teacher-directed workbook providing instruction, examples, and exercises in math problems; adaptable for self-instructional use, especially when student provided answer sheets. Gives lucid explanation of how to do different problems. Easy to read; has given satisfactory results.

McGraw-Hill Book Company: *Sullivan Associates Programmed Math for Adults*

Programmed series of books covering basic math skills, addition of whole numbers to algebra. The designed repetition in series helps students master skills being taught. Provides immediate response, has constant reviews and checks, is excellent for self-instruction but requires limited reading ability in Book One and Book Two.

English as a Second of Languages

Macmillan Company: *English 900*

Series of six textbooks, workbooks, tape recordings, and teacher's manual progressing in difficulty from beginning to intermediate levels. Provides repetition of patterns within each lesson and from one lesson to another. Weak points: in one unit too many new constructions introduced and difficult structures presented incidentally instead of as part of 15 basic patterns.

Grollier Publishers: *English for Spanish-Speaking*

Programmed book teaching English reading but not conversation. Appropriate only for students who read Spanish. Not recommended for ESOL instruction.

Educational Developmental Laboratories: *(DA) Listen Tapes*

Series of tapes; each tape presents a different story, does not require sequential use, and is designed so that small segments are presented at a time. Comprehension questions are specific and applicable to content. Reading skills required for most advantageous use of tapes. Weak point: student is told that his answer is either correct or incorrect; no further explanation of correct or incorrect answer presented.

Educational Developmental Laboratories: *(EA) Listen and Read*

Series of tapes developed for individual or group use to build listening and reading skills; interestingly presented. Designed so that each tape may be used exclusively of others. Exercises and answers provided while student listens to tape.

APPENDIX 3: CASE STUDY - DIAGNOSIS AND PRESCRIPTION PLANNING

Background: Separated from her husband, mother of three children, and receiving public assistance, Mrs. Frances Judge enrolled at the Newark ABE Learning Center in January 1969. Initial testing results indicated sufficient deficiency in math for admission into the ABE Center: she had earlier completed the ninth grade. Having well defined goals, she focused her efforts on achieving a high school equivalency diploma and ultimately on acceptance into the MDT Skills Center for vocational training in secretarial skills.

Testing Results with the California TABE - Level "D":

	Initial Test Jan.10,1969	Interim Test April 7,1969	Termination Test June 30, 1969
Reading Grade Level	10.6	10.8	10.9
Math Grade Level	7.6	8.8	11.0
Language Grade Level	8.6	9.5	10.3
Hours in Program	---	108	209

With average intelligence confirmed by a Slosson Intelligence Test, a "prescription plan" was designed emphasizing remediation in math and language skills particularly grammar and spelling.

Informal diagnosis and instruction: Advised of Mrs. Judge's formal achievement testing results and the suggested "prescription plan," the instructor then proceeded with informal diagnosis. Using the SRA: *Computational Skills Kit*-Diagnostic Test, review of addition, subtraction, and multiplication of fractions and instruction in division of fractions were deemed necessary. For review, *Computational Skills Kit and Basic Operations*, Fractions II were prescribed going on with Fractions III and *Sullivan Programmed Math: Book Six* for instruction in division of fractions and word problems.

Self-test information from Fractions III material and *Computational Skills Kit's* diagnostic tests, used as progress tests here, indicated when Mrs. Judge was ready for instruction in decimals. *Basic Operations, Decimals and Percentages, Book One* was prescribed to be followed by *Computational Skills Kit, Decimals.*

Mrs. Judge adapted well to the self-instructional approach of the learning lab and to programmed material after instruction in its use. Growing in confidence, she was administered work with the EDL Controlled Reader and Tach-X to build reading speed and perceptual ability. These skills would assist her in future typing training where rapid left-to-right eye movement and accurate perception of numbers and letters are requisite.

Favorable results in math and grammar on retest administered in April after one hundred and eight instructional hours, validated the appropriateness of the initial "prescription plan." Increased reading speed and perceptual accuracy are not measured by the TABE test. However, Mrs. Judge's informal record sheets showed progress from sixth grade level material reading at one hundred and fifty words per minute to ninth grade level material reading at two hundred words per minute after being in the program only three months. Comprehension remained the same.

A second "prescription" was developed stressing reading speed and perception (Controlled reader and Tack-X) and GED preparation. For instruction in algegra and geometry, the following were assigned: Holt, Rinehart, and Winston: *Advanced Math,* Cowles: *How to Pass* High School Equivalency Examination, and General Learning Corporation: *General Education Curriculum.*

Mrs. Judge terminated before the summer to take care of her children. However, before the summer ended she took and passed the GED and returned to the Center in October for vocabulary drill needed for future secretarial training. Her goal coming to fruition, Mrs. Judge enrolled at the MDT Skills Center in December 1969 for training in typing and office skills.

Commenting on the ABE Learning Center's program, she said,

> "It has helped me to be more sure of myself.... You can take your time or advance as quickly as you want to. The material is very easy to follow. Everyone is very helpful. It is better than a regular classroom because you do not have the pressure of keeping up with everyone else."

PRESCRIPTION SHEET

NAME Mrs. Frances Judge

DAYS _____ TIME _____

(Initial)

READING	MATH	ENGLISH	OTHER	
	SRA:Computational Skills Kit McGraw-Hill:Basic Operations-Fractions II,III McGraw-Hill:Sullivan Programmed Math, Bk. 6 (Word problems)	LSI:Punctuation-C-D,E-F D.C. Heath: "Commas" McGraw-Hill:Spelling Improvement Cowles:GED Review Book-Spelling Tests		
*EDL:Controlled Reader-FA	*McGraw-Hill:Basic Operations Decimals&Percentages, Bk. 1 *SRA:Computational Skills Kit-Decimals	*Follett:Individualized English Cards, Set J		
(Second Prescription)				
EDL:Controlled Reader-IJ-KL EDL:Tack-X,DEF EDL:Listen & Write	Holt,Rinehart,Winston: Advanced Math, algebra & geometry Cowles:GED Review, algebra & geometry GLC:General Education Curriculum,basic algebra & geometry	Follett:Individualized English Cards, Set J		

*Items added to 'prescription" resultant from informal testing procedures by instructor.

APPENDIX 4: FORMS

MATERIALS USED

NAME_____

NAME OF MATERIALS	DATE STARTED	DATE FINISHED	COMMENTS

ACTIVITY SHEET

NAME _____ DAYS _____ TIME _____

DATE	READING	MATH	ENGLISH	OTHER	INSTRUCTOR

LAB RECORD

NAME _____ STARTING DATE _____ TEACHER _____

88

DATE			AUD-X			TACH-X			LANGUAGE MASTER			CONTROLLED READER				TAPES	
			Story S/R	Word Study	S/R	Strip	Speed(s)	S/R	Cards		S/R	Strip	Speed(s)	Comp.	S/R	Story	Comments

81

Daily Time Sheet

Name_____

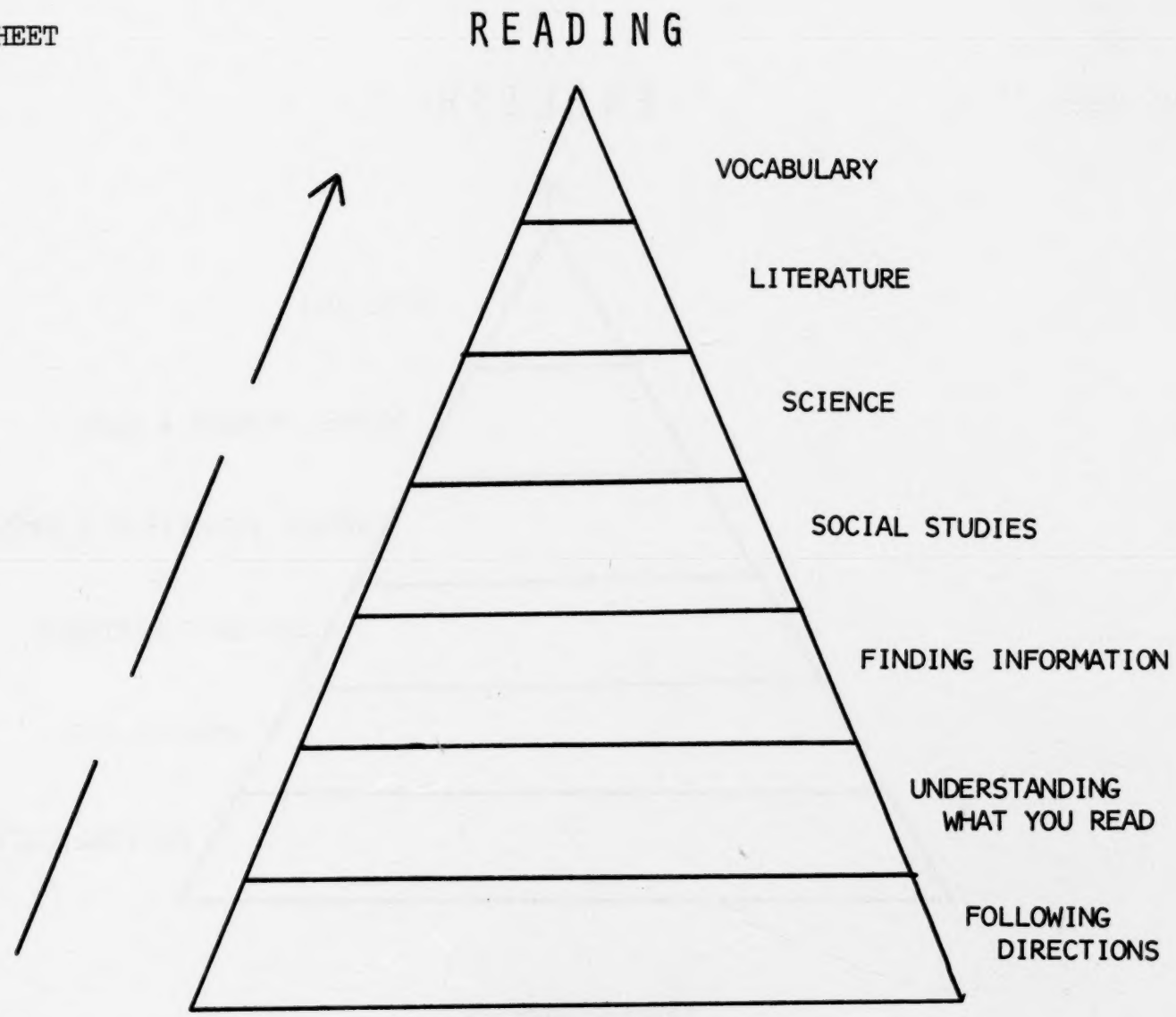
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____
Date_____In_____Out_____	Date_____In_____Out_____

DAILY ATTENDANCE SHEET

DATE _____

NAME	TIME IN	TIME OUT

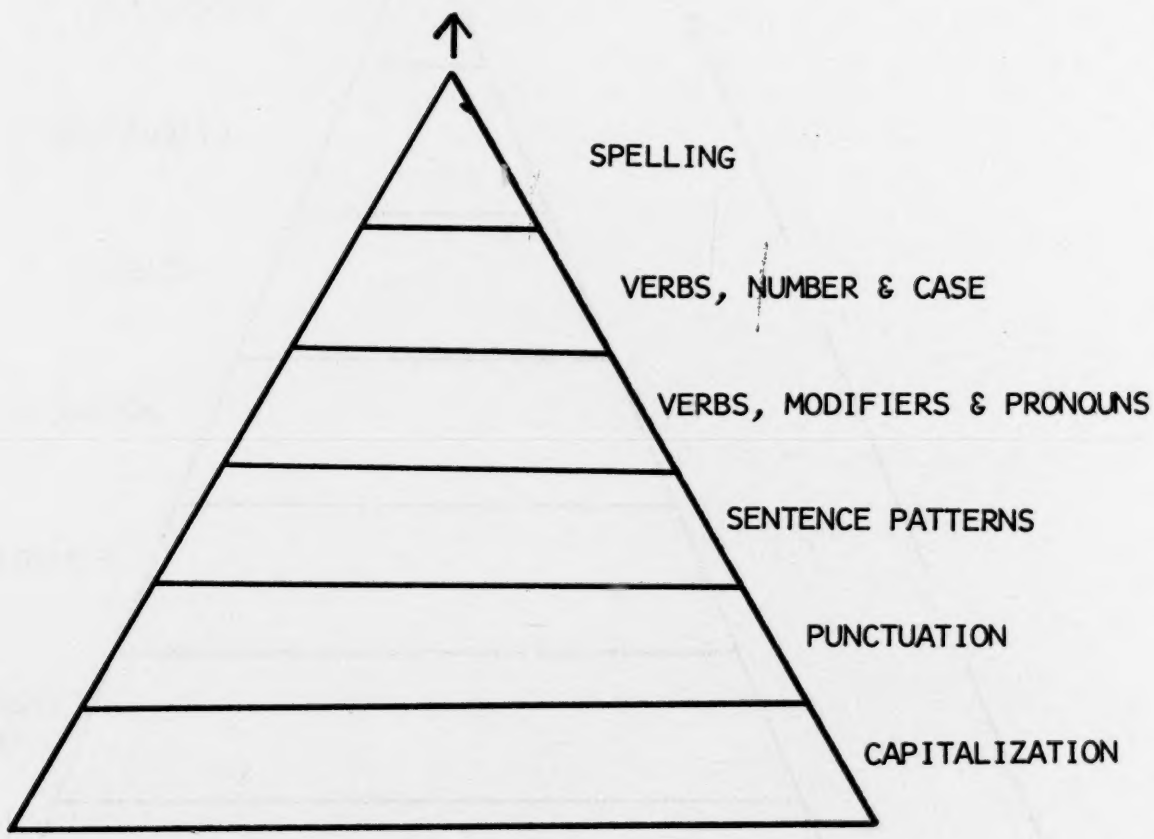
RECORD SHEET



EVALUATIONS USED

SKILL	TITLE OF MATERIAL	PAGE	DATE

RECORD SHEET

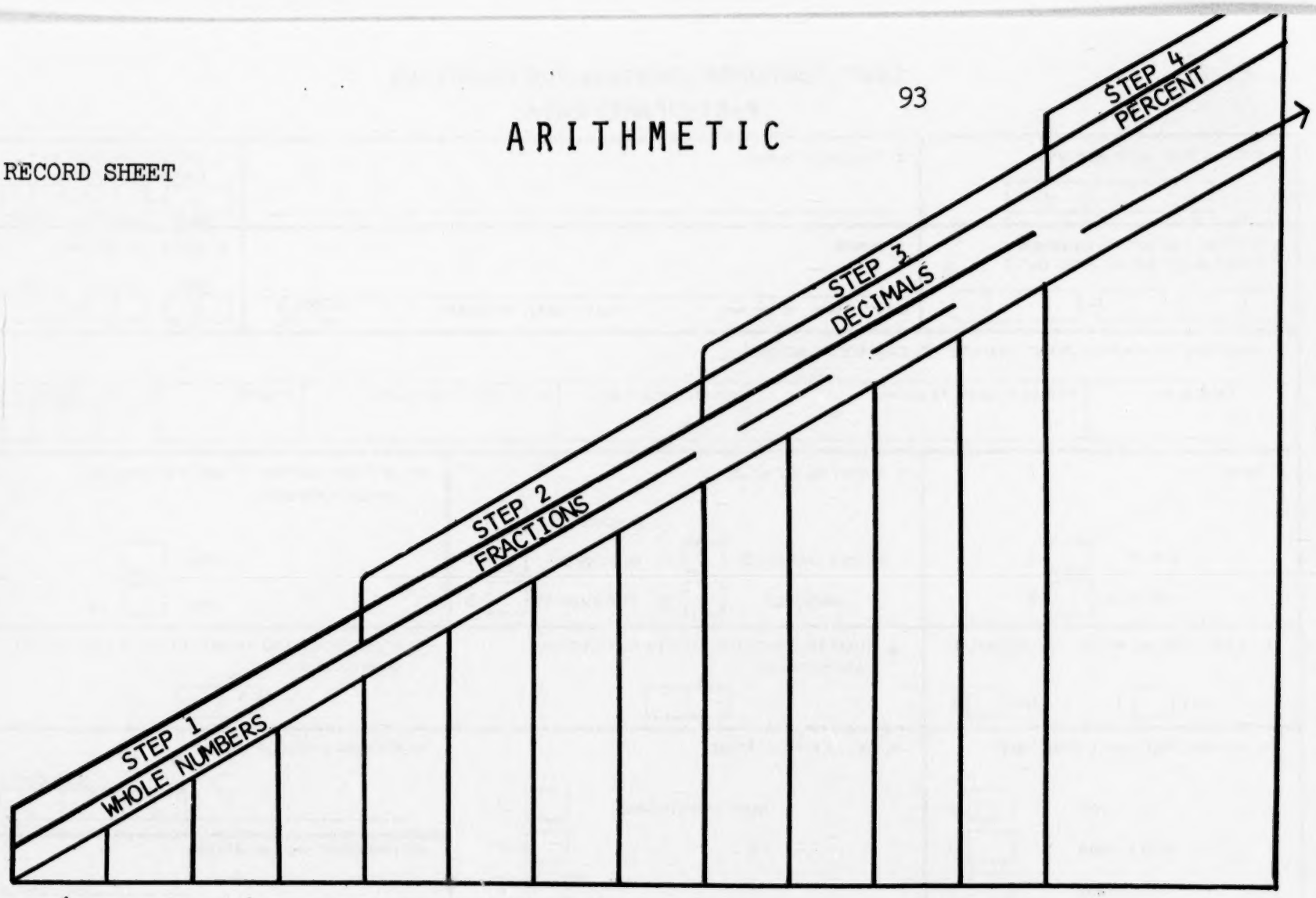


EVALUATIONS USED

SKILL	TITLE OF MATERIAL	PAGE	DATE

ARITHMETIC

RECORD SHEET



+ — X ÷ + — X ÷ + — X ÷

EVALUATIONS USED

—	X	÷	SKILL	MATERIAL	PAGE	INSTRUCTOR'S COMMENT

CAMPS FORM NO. 2

CAMPS MANPOWER COORDINATING COMMITTEE
PARTICIPANTS DATA

1. CAMPS PROJECT NUMBER ☐☐☐☐☐

2. PROJECT NAME _____

3. DATE PARTICIPANT ENTERED PROJECT ☐☐-☐☐-☐☐ (MO. DAY YR.)

4. SOCIAL SECURITY NUMBER (THIS MUST BE FILLED OUT) ☐☐☐-☐☐-☐☐☐☐

5. NAME _____ LAST (MAX 15 CHAR) FIRST (MAX 10 CHAR) MIDDLE INITIAL

6. DATE OF BIRTH MO. ☐☐ - DAY ☐☐ - YR. ☐☐

7. ADDRESS OF PARTICIPANT (WHERE HE CAN BE REACHED)

NUMBER	STREET (MAX 15 CHAR)	APARTMENT NO.	CITY (MAX 10 CHAR)	STATE	ZIP CODE
					☐☐☐☐☐

8. SEX
- MALE ☐ 1
- FEMALE ☐ 2

9. MARITAL STATUS
- NEVER MARRIED ☐ 1
- MARRIED ☐ 2
- DIVORCED ☐ 3
- WIDOWED ☐ 4
- SEPARATED ☐ 5

10. IS PARTICIPANT FAMILY'S PRIMARY WAGE EARNER?
- YES ☐ 1
- NO ☐ 2

11. IS HE THE HEAD OF HOUSEHOLD?
- YES ☐ 1
- NO ☐ 2

12. NUMBER OF DEPENDENTS EXCLUDING PARTICIPANT ☐☐

13. NUMBER LIVING IN HOUSEHOLD INCLUDING PARTICIPANT ☐☐

14. ESTIMATED FAMILY INCOME
- 0 – 999 ☐ 0
- 1000 – 1999 ☐ 1
- 2000 – 2999 ☐ 2
- 3000 – 3999 ☐ 3
- 4000 – 4999 ☐ 4
- 5000 & OVER ☐ 5

15. MILITARY STATUS
- NOT APPLICABLE ☐ 0
- 1A ☐ 1
- 1Y ☐ 2
- 4F ☐ 3
- VETERAN ☐ 4
- OTHER ☐ 5

16. PRIMARY OCCUPATION _____ DOT CODE ☐☐☐☐☐☐☐

17. PRESENT OCCUPATION, _____ DOT CODE ☐☐☐☐☐☐☐

18. IS PARTICIPANT RECEIVING PUBLIC ASSISTANCE?
- YES ☐ 1
- NO ☐ 2

UNEMPLOYMENT INSURANCE?
- YES ☐ 1
- NO ☐ 2

19. HIGHEST GRADE OF SCHOOL COMPLETED

0	☐ 00	6TH GRADE	☐ 06	12TH GRADE	☐ 12
1ST GRADE	☐ 01	7TH GRADE	☐ 07	1ST YR COLLEGE	☐ 13
2ND GRADE	☐ 02	8TH GRADE	☐ 08	2ND YR COLLEGE	☐ 14
3RD GRADE	☐ 03	9TH GRADE	☐ 09	3RD YR COLLEGE	☐ 15
4TH GRADE	☐ 04	10TH GRADE	☐ 10	4TH YR COLLEGE	☐ 16
5TH GRADE	☐ 05	11TH GRADE	☐ 11	5TH & BEYOND	☐ 17

20. RACE
- WHITE ☐ 1
- NEGRO ☐ 2
- ORIENTAL ☐ 3

21. ETHNIC GROUP
- MEXICAN ☐ 1
- PUERTO RICAN ☐ 2
- OTHER ☐ 3

22. LANGUAGE SPOKEN AT HOME
- ENGLISH ☐ 1
- SPANISH ☐ 2
- OTHER ☐ 3

23. TEST RESULTS PROGRAM BEGINNING (COMPLETE IF APPLICABLE)
(ENTER NUMERIC GRADE ONLY)

TEST 1 _____ TEST 2 _____ TEST 3 _____

DATE

INTERVIEWER AND LOCATION

24. Place of birth_____
State Country

25. Instructional Level Placement

American Born Student
- Beginning (1-3) ☐
- Intermediate (4-6) ☐
- Advanced (7-8) ☐
- G.E.D. ☐

Bi-Lingual Student
- Beginning (1-3) ☐
- Intermediate (4-6) ☐
- Advanced (7-8) ☐
- G.E.D. ☐

26. Previously enrolled in an ABE Program

yes ☐ no ☐ in other states ☐

Level 1-3 ☐ Level 4-6 ☐ Level 7-8 ☐ Bi-Lingual ☐

27. Type of Program

Welfare ☐ Prison ☐ Migrant ☐
MDT ☐ OEO ☐ Manpower ☐
Public School ☐ Other_____

28. Materials Used By Student

TITLE	PUBLISHER

29. Student Attendance Record

From	To	Total Hours Attended	Days	Evenings	Reasons for Leaving

30. Counselor Meetings

DATE	COMMENTS	COUNSELOR

31. Referred by: _____

32. Instructor's Comments: _____

Evaluator's Name_____
Title_____
Date_____

Materials Evaluation Form

Objective: The materials evaluation form is designed for use by the staff of adult basic education learning centers in their evaluation of commercially and independently developed instructional materials. Its purpose is multi-faceted in that it is both an analytical device and an instructional instrument directing and broadening throught on how a particular teaching design can be integrated with other existent materials.

Title of Material:_____ Series:_____

Publisher:_____

Format: (check where appropriate)

____Hardware
____Software
____Text(s) - No. of texts____
____Workbook(s) - No. of workbooks____
____Content cards in library module (kit)
____Filmstrip(s)
____Tape(s) or cassette(s)
____Consumable (not reusable)
____Non-consumable (reusable)
____Other: specify_____

Other hardware necessary for implementation of this material:_____

_____

Skills Taught: (be specific - ie. word attack, comprehension, phonics, addition, etc.)

_____

_____

_____

Method of Instruction: (check appropriate item)

____Programmed -- ____linear
____branching
____Self-directed
____Teacher-directed activity only

Reading Level:_____

Obtained from what source: (teacher's manual, readability formula, teacher's judgment)

_____

Designed for what "grade level" student:_____

Materials Evaluation Form

Comments:

1. Strong points of the material (be specific)

2. Weak points of material (if certain pages provide problems, list them)

3. Administration of material (Are there any difficulties in the implementation of the material? Ease of initiating student to its use? Can material be used independently by student?)

4. Recommended for use with students having what characteristics? (sex, environmental, cultural and ethnic background)

5. How is this to be used in conjunction with other materials? (name them)

6. If a sample, do you recommend that Center purchase?

7. In what quantity?

Materials Evaluation Form

Subject Matter: (answer yes, no)

A. Questions
___Adult oriented
___Clearly stated
___Pertinent

B. Directions
___Clearly stated
___Complete

C. Problems Presented
___Adult
___Clearly presented
___Current

Format - Other Materials: (answer yes, no where appropriate)

A. Audio Transcription
___Good quality of sound
___Child's voice
___Male voice
___Female voice

B. Visual Presentation
___High quality of picture
___Color
___Black & White

Format-Printed Material: (answer yes, no)

A. Illustrations
___Adult oriented
___Multi-ethnic
___Photographs
___Pertinent

B. Print
___Large
___Too small
___Size appropriate for student's reading level
___Quality good - easy to read
___Single column page
___Double or multi-column page

C. Size of Material
___Pocket size
___Workbook size
___Textbook size

D. Durability
___Will withstand normal use

Material: (answer yes, no)

___A. Is flexible (can be reorganized within itself and/or with other materials)
___B. Provides a successful learning experience
___C. Provides for differences in learning rate
___D. Is meaningful to student
___E. Contains a complete list of all skills covered in text

Skill Development: (answer yes, no)

___A. Sequential
___B. Gradual
___C. Logical
___D. Reinforced through text

Evaluation of Student Progress: (answer yes, no)

___A. Provides adequate testing of skills presented
___B. Requires means other than tests to evaluate progress

Comment:_____

Teacher's Manual: (answer yes, no)

___A. Packaged with materials
___B. Directions for use of material easy to understand
___C. Provides suggestions for diagnosis of specific skills
___D. Contains a placement guide for material
___E. Is necessary for the daily use of materials
___F. Contains supplementary or supportive suggestions on application

Complete Sentence (3)	Phrase (2)	Word (1)	Nothing (0)	The tester reads the questions and the student replies:
				General Questions: Group One:
				1. What is your name?
				2. What time is it?
				3. Where do you live?
				4. Where do you work?
				5. When were you born?
				6. When did you come to the United States?
				7. Can you come to class everyday?
				If the student understands all the questions in Group One, continue with Group Two; if the student fails to understand all the questions, turn to Section One, Comprehension, reading the questions to him and marking his comprehension.
				General Questions: Group Two:
				1. What do you want to do?
				2. What time do you get up every day?
				3. What time did you go to bed last night?
				4. What did you say?
				5. Did you use to go out every night?
				6. You live right here in the city, don't you?
				7. What were you doing about 4:00 yesterday afternoon?
				If the student understands all of Group One and Group Two questions, turn to Section Two, Comprehension, reading the questions to him and marking his comprehension.

Student Name: _____

Tested By: _____

Date: _____

ERIC Clearinghouse
AUG 4 1970
on Adult Education